

**ASSESSMENT FOR THE  
EDUCATIONAL READINESS OF THE  
CHILD WITH VISUAL IMPAIRMENTS**

**Three Workshops**

NEWTON, MASS.

CHICAGO, ILL.

ATLANTA, GA.

**Second Edition**

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AMERICAN FOUNDATION FOR THE BLIND, INC.  
15 West 16th Street  
New York, New York 10011



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ASSESSMENT FOR THE EDUCATIONAL  
READINESS OF THE CHILD WITH VISUAL IMPAIRMENTS  
THREE WORKSHOPS

Newton, Massachusetts	October	7-8, 1974
Chicago, Illinois	November	11-12, 1974
Atlanta, Georgia	December	9-10, 1974

SECOND EDITION

AMERICAN FOUNDATION FOR THE BLIND, INC.

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## PREFACE

The American Foundation for the Blind held three workshops in Newton, Massachusetts; Chicago, Illinois and Atlanta, Georgia for school psychologists. The two-day workshop sessions emphasized various techniques, adaptations and specialized information necessary for more effective assessment and understanding of school-aged children who are blind and visually impaired.

The participants were trained during the two-day sessions not only to increase their skills and knowledge in testing procedures but also to serve in the future as resource persons for other school psychologists within their own state or geographical area. All participants were at least Master's level psychologists and were presently working, or planned to work, with visually handicapped school-age children and youth. Registration was limited to approximately 15 persons per workshop and based on early requests and geographic distribution.

I would like to express my sincere appreciation to each participant whose interest and enthusiasm greatly contributed to the success of the workshops as well as to Dr. Saul Freedman, whose untiring leadership made the workshops a rewarding experience for all.

Susan Jay Spungin, Ed. D.  
Specialist in Education  
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## TABLE OF CONTENTS

	Page
PROGRAM	1
WORKSHOP PARTICIPANTS	3
SUMMARY REPORT -- Saul Freedman, Ph. D.	9
BIBLIOGRAPHY	15
APPENDICES	
TESTS USED IN THE PSYCHOLOGICAL EVALUATION OF BLIND AND VISUALLY HANDICAPPED PERSONS - Mary K. Bauman 1968	22
SENTENCE COMPLETIONS TEST FOR USE WITH VISUALLY HANDICAPPED	28
PSYCHOLOGICAL REPORTS: Linda R. James Richard George Mr. P Mrs. J Mr. O	29-30



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AMERICAN FOUNDATION FOR THE BLIND, INC.

WORKSHOP ON

ASSESSMENT FOR THE EDUCATIONAL READINESS OF THE CHILD

WITH VISUAL IMPAIRMENTS

Program

Monday

9:00 a.m. - 9:30 a.m. Registration

9:30 a.m. - 10:30 a.m. General Session

Chairman: Susan Jay Spungin, Ed.D.  
Specialist in Education  
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Workshop

Leader: Saul L. Freedman, Ph.D.  
Psychological  
Consultant  
American Foundation  
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I. Incidence and Causes  
of Blindness

II. Reactions to Blindness

10:30 a.m. - 11:00 a.m. Coffee Break

11:00 a.m. - 12:00 p.m. III. Potential Problems  
Related to Blindness  
and Influence of  
Age of Onset

IV. The Educational and  
Remediation Team

Monday - (continued)

12:00 p.m. - 1:30 p.m.

Luncheon Break

1:30 p.m. - 4:00 p.m.

V.           Techniques for  
              Assessment of School  
              Age Entry Children

4:30 p.m. - 6:30 p.m.

Social Hour

Tuesday

9:00 a.m. - 10:30 a.m.

General Session

VI.           The Use of Psychological  
              Tests

10:30 a.m. - 11:00 a.m.

Coffee Break

11:00 a.m. - 12:00 p.m.

VII.          Other Assessment  
              Devices

12:00 p.m. - 1:30 p.m.

Luncheon Break

1:30 p.m. - 3:00 p.m.

VIII.        Psychological Testing  
              of Older Students  
              for Educational and  
              Vocational Purposes

3:00 p.m.

Adjournment

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PROCEEDINGS OF WORKSHOPS ON  
THE ASSESSMENT FOR THE EDUCATIONAL READINESS  
OF THE CHILD WITH VISUAL IMPAIRMENTS

Through the impetus created by a combination of competent professional involvement, community interest, parent cooperation and sometimes legislative mandate, children with severe visual impairments are receiving educational services within their local schools. Educators, parents and the total community have demonstrated a desire to offer services of a quality that would be both meaningful and appropriate.

Faced with the responsibility of working with a visually impaired child, many regular classroom teachers, not being trained to work with such a child, have much concern regarding how to begin, what to do, and where to get assistance to fulfill their roles. Appropriately, teachers have turned to school psychologists and counselors for assistance and direction. These teachers seek help in assessing the needs, potentials, strengths and limitations of their visually impaired student.

Unfortunately, many school psychologists and counselors feel just as uncomfortable in this role, since they too lack professional training in conducting such an evaluation and assessment. School psychologists seek assistance from psychologists working with the blind or severely visually handicapped. In communities where such services are available, a cooperative relationship often develops which facilitates the delivery of educational services to the child. In most communities, however, private or public agencies serving the blind do not exist. Even where they do, a psychologist is not always numbered among their employees.

The inability to receive such help has caused much uneasiness among professionals wishing to offer a competent assessment of the visually impaired student so that an appropriate educational program can be formulated. Without such information, some communities have been hesitant to accept a visually impaired child. Others have proceeded on what they felt was a hit-or-miss basis. The belief that a professional trained as a teacher, counselor, or psychologist has the ability to work effectively with a visually impaired child prompted the recent institution of workshops designed to facilitate the process. Three regional workshops were held with invitations extended to school psychologists in each area.

The American Foundation for the Blind offered these workshops with the conviction that additional information through in-service training, together with the knowledge as to how and where to tap additional resources, would allow psychologists to work confidently in employing the skills and experiences they had amassed as professionals. Participation in each of the workshops was limited to twenty participants to insure the most effective interaction during the two-day sequence. The first workshop was held in Boston, for the Northeast region. The second was held in Chicago for the Midwest region, and the last was in Atlanta for the Southern region. The workshops were held in the months of October, November and December, 1974.

The heavy response, while precluding an invitation for many, did indicate a very strong cross regional interest in gaining additional professional competence in order to assist in the delivery of more effective educational opportunities. The interests and responsibilities of the participants ranged from children of preschool age to those at a junior college level. Through an exchange of names and addresses participants immediately increased the numbers of similarly interested professionals who could act as additional resources for one another.

After introductions, the workshop began with a presentation of the incidence and causes of blindness. In addition to establishing the known or identified population of children who are blind, a discussion was offered of some of the reasons for inaccuracies of reporting. This served as a background for the groups discussion of "reaction to blindness". The cause-and-effect relationships of attitudes from the medical community to the general community were portrayed as having impact upon the educational community. The type and quality of these reactions and attitudes were shown to have a direct bearing upon the family and its self-perceptions, assumption of responsibility and effectiveness of functioning. The sum of all of the preceding was usually vested in the child.

Some of the myths concerning blind children were discussed. The most "popular" included: "visually limited people have extraordinary powers", "residual or partial vision can be damaged by use", and "glasses can cure or correct all eye problems." The inference was offered that if everyone's attitudes were more positive, based upon the knowledge of how a visually impaired child can be assisted, more effective services would be available to additional children, who are sometimes "shielded" against being identified as having a visual impairment.

The next section of the workshop dealt with potential problems that can be related to blindness. These problems were examined within the context of their relationship and influence based upon the age of onset. The frequency of social deprivation, insufficient stimulation of the child, overprotection which frequently inhibits movement and mobility, all combine to have negative growth impact in extremely formative years. Inaccurate, partial or sometimes bizarre concept development was portrayed with associated language and reality deficits. Positive examples of the impact of appropriate early training were offered to help avoid the frequent inaccurate labeling of a visually impaired child as "apparent retardate".

To emphasize positive potentials, the workshop dealt with the kinds of input that a visually impaired child might need to avoid being stigmatized by a lack of environmental and educational opportunities. An educational and remediation team was conceived and designed to assess, treat and habilitate the child. Medical professionals were seen as most important to this team to help develop concepts relative to "psycho-visual efficiency". Much more than vision screening or "sight saving" the medical aspects would offer insights as to how to teach the partially sighted child to use his vision with greater accuracy, efficiency and confidence.

A discussion of materials available through resource centers and other facilities for the use of educators was offered to the workshop participants so that they might share this information with others upon their arrival home. The utilization of professionals in the psycho-social disciplines was brought into focus, and the roles that counselor, social worker and psychologist might play. The importance of cooperative efforts with public and private agencies serving the blind was stressed. Although such facilities do not exist in many communities, the advantages of having available rehabilitation teachers, braille instructors, and orientation and mobility specialists suggested strongly that such disciplines should be available to the team on a consultative if not full-time basis. The role of the family was emphasized as being central to the reinforcement of the learning provided.

A major portion of the workshop was devoted to the techniques for the assessment of children just entering school. In addition to discussing and sharing information regarding those tests that have been designed or revised to assess



visually impaired children, the workshop participants quite willingly shared their experiences with those devices that they felt were particularly useful. Their own adaptations and innovative techniques gave more than ample evidence that creative professionals already possess the skills necessary to make such assessments.

The workshop, however, provided a forum for strengthening as well as sharing these techniques. The instruments available or discussed are listed in the appendix. Much confidence was derived from the knowledge that while specialized tests and techniques do exist, the use of instruments with which psychologists are already familiar is to be encouraged. Equally important during the discussion was the question of what to assess. Much sensitivity was displayed by all workshop participants as to how educational and environmental deprivation might bias the test results.

Discussions as to what constitutes "adjustment to blindness" and whether in fact such a concept contributes to understanding a child were an effective prelude to the subject of assessment techniques other than the use of psychological tests. Particularly for use with very young children, reliance upon highly structured tests was recognized as giving limited information regarding the child's learning potentials. The utilization of readily available materials appeared to be of particular interest to workshop participants. Again, there was much sharing of information that contributed to everyone's growth. Lists of materials available through various learning centers for blind and deaf-blind children were made known. Professional writings of note that could be of help to the participants were discussed and a bibliography of recommended materials distributed. A copy of this bibliography is listed in the appendix.

An important portion of each workshop was devoted to the psychological testing of older students for educational and vocational purposes. Once again, specific instruments and techniques were introduced and discussed. Much emphasis was placed, however, on the utilization of those materials with which psychologists were already familiar. Confidence in the new use of known techniques was easily established for the mutual advantage of student and professional. Once

again the participants demonstrated a great deal of innovativeness when speaking of their individual experiences in adapting and using existing tests. The specific areas of testing discussed included intellectual appraisal, achievement assessment, manual dexterity, aptitude testing, occupational interests and personality appraisal. The various tests discussed and others available are listed in the appendix.

The sharing of information by psychologists with others was a subject of each of the workshops. The need to interpret data in order to plan effectively and effect change was readily recognizable. Associated with this subject was the topic of report writing. Sample formats were discussed, and models of reports for children and older students distributed to each of the participants. Copies of these reports have been included in the appendix. Many participants expressed interest and concern regarding local state legislation making available the records of students to parents. Although this subject was not treated in depth, it was recognized that involvement of the family could be a most positive step.

The final segment of the workshops was devoted to a discussion as to how other disciplines could be utilized in helping in the assessment, treatment and education of visually impaired children. Particular mention was made of the potential contributions of occupational and physical therapists, who rarely see themselves as having important skills to offer to people who are blind. It was pointed out that occupational therapists are skilled in modifying or adapting equipment, and that physical therapists must be utilized in helping to correct the gait, posture and mobility problems frequently encountered with congenitally blind students. Other illustrations were offered as to how the resources of a community could be utilized to mobilize its talents to insure the effective delivery of educational services to visually impaired students.

The enthusiasm demonstrated by all participants at the workshops demonstrated the need for such events. The workshops were both favorable and constructive. The pervasive theme of the comments was the request for additional workshops. Many helpful suggestions were offered and it is hoped that additional workshops will be offered in the future incorporating the participants' suggestions. At the

beginning of these proceedings is a listing of all participants and their addresses. It is hoped that everyone reading these proceedings will avail themselves of the help which all the workshop participants indicated they would be pleased to offer. Contact between professionals sharing similar interests and concerns will have an immediate and positive impact for students who are visually impaired.

Finally, a note of apology to the many persons who wished to attend the workshops but could not be invited for lack of space. The greater than expected interest in such workshops will count heavily in the planning of the American Foundation for the Blind.

Saul L. Freedman, Ph.D.

ASSESSMENT AND EVALUATIONFOR THE SCHOOL AGEVISUALLY HANDICAPPED CHILD

American Foundation for the Blind. The Pine Brook Report: National Work Session on the Education of the Blind With the Sighted. New York:

Asenjo, J. Albert. A Step by Step by Step Guide to Home and Personal Management. American Foundation for the Blind, 1970.

Avery, Constance D. "A Psychologist Looks at the Issue of Public vs. Residential School Placement for the Blind," New Outlook for the Blind. Vol. 62, No. 7, September 1968. pp. 221-227.

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Bauman, Mary K. A Manual of Norms for Tests Used in Counseling Blind Persons. New York, American Foundation for the Blind, 1958. 40p.

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\_\_\_\_\_. "Studies in the Application of Motor Skills Techniques to the Vocational Adjustment of the Blind." Journal of Applied Psychology, V. 30, No. 2, April, 1946 pp. 144-154.

\_\_\_\_\_ and Hayes, Samuel P. A Manual for the Psychological Examination of th Adult Blind. New York, The Psychological Corporation, 1951. 58 p.



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## APPENDICES



Tests Used in the Psychological Evaluation of Blind and Visually Handicapped Persons - A Manual of Norms for Tests Used in Counseling Blind Persons

Bauman, Mary K. 1968

TABLE 1  
MEASURES OF INTELLIGENCE

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
WISC Verbal Scale only	5-16	329	188	1514	2031	169	17%	53%	30%
WISC Full Scale (21)	5-16		419	702	1121	68	19%	40%	41%
Total		329	607	2216	3152	237	17%	50%	33%
WAIS Verbal Scale only	16+	160	33	3950	4143	171	5%	36%	59%
WAIS Full Scale (21)	16+		306	605	911	53	19%	38%	43%
Total		160	339	4555	5054	224	9%	36%	55%
Wechsler-Bellevue II, Verbal only	10-60	27		585	612	32		38%	62%
Wechsler-Bellevue Full Scale (21)	10-60		39	39	78	8	12%	25%	63%
Total		27	39	624	690	40	2%	35%	63%
Wechsler-Bellevue I, Verbal only	12-60	1		114	115	9		44%	56%
Hayes Interim Binet	3-21	277	72	1162	1511	93	11%	63%	26%
Stanford Binet	2-18	9	445	195	649	105	19%	31%	50%

TABLE 2  
MEASURES OF NON-VERBAL OR PERFORMANCE ABILITY

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Merrill-Palmer Pre-school Performance Scale (parts) (33)	2-15	104	2	26	132	9	44%	44%	12%
Knox Cube	6		1		1	1		100%	
Wallin Pegboard (31)	All			6	6	1			
Seguin Formboard (31)	4+		11	16	27	6		80%	20%
Eleven Block Formboard	4-10			67	67	1		100%	
Cattell Infant Intelligence Scale (21)	-3		3	5	8	2		100%	
Goodenough Drawing Test (12)	6-12		19		19	6	50%	30%	20%
Non-language Learning Test (20)	10+	7		505	512	15		20%	80%
Raven Progressive Matrices (21)	6-50		35		35	6	17%	66%	17%
Ohwaki-Kohs Tactile Block Design Intelligence Test (33)	4+	2	22	5	29	5	20%	60%	20%
Stanford-Kohs Block Design Test for the Blind (32)	Adult		10	2	12	2		50%	50%
Haptic Intelligence Scale for the Adult Blind (23)	16+	502	1	530	1033	59	19%	36%	45%
Tactual Reconstruction Pegboard (14)	16+	37		93	130	13	12%	38%	50%
Vocational Intelligence Scale for the Adult Blind (14)	16+	23		140	163	13	25%		75%
Revised Beta Examination (21)	Adult		1		1	1		100%	
Culture Fair for Adult Blind	15+			100	100	1	100%		

TABLE 3  
GROUP TESTS OF GENERAL ABILITY OR INTELLIGENCE

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Army General Classification (26)	18-50		18		18	3	33%	33%	33%
Barranquilla Rapid Survey Intelligence Test (BARSIT) (21)	16+			20	20	2		50%	50%
California Test of Mental Maturity (6)	6-16	4	11		15	3	33%	67%	
Columbia Mental Maturity Scale (12)	6-15		24		24	4	50%	50%	
Detroit Tests of Learning Aptitude (25)	8-18		10		10	1			100%
Employee Aptitude Survey (22)	16+		10		10	1		100%	
Henmon Nelson Mental Ability (5)	12-15	4			4	1	100%		
Kent Series of Emergency Scales (21)	4-56		4	31	35	6	17%	33%	50%
Kuhlman-Anderson Intelligence Tests (21)	2-4		5		5	1	100%		
Lorge Thorndike Intelligence (5)	10-18		6		6	2	100%		
Ohio State University Psychological Test (18)	16-50	1	2	10	13	4		50%	50%
Personnel Tests for Industry (21)	16+			24	24	1			100%
School & College Ability Tests (10)	5-35		23	27	50	6	17%	66%	17%
Slosson Intelligence Test (28)	5-17			11	11	2	100%		
Wechsler Memory Scale (21)	16+			98	98	4	33%		67%
Williams Intelligence Test for Children with Defective Vision (34)	5-10			35	35	1	100%		

TABLE 4  
DEVELOPMENTAL AND SOCIAL MATURITY MEASURES

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Gesell Developmental Schedules (21)	0-6			15	15	1		100%	
Maxfield-Buchholz Social Maturity Scale for Blind Pre-School Children (1)	0-8	105	1	124	230	14	7%	64%	29%
Vineland Social Maturity Scale (21)	0-adult	1	36	393	430	30	33%	51%	16%

TABLE 5  
ACHIEVEMENT TESTS

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Wide Range Achievement Test (21)	6-65	54	375	272	701	53	10%	47%	43%
Metropolitan Achievement Test (5)	6-19		51		51	5	40%	40%	20%
Iowa High School Content Examination (5)	12-18		12		12	2		50%	50%
Dominion Achievement Tests Reading & Arithmetic	14-19		10		10	1			100%
Iowa Basic Skills (5)	16		1		1	1		100%	
California Achievement Test (6)	8-14	4	4		8	2	50%		50%
Colorado Braille Battery	7-12			15	15	1		100%	
STEP Listening (10)	5-35		3	27	30	5	40%	40%	20%
Brown-Carlson Listening Comprehension (10)	15+			9	9	2	50%	50%	
Woody-McCall Mixed Fundamentals in Arithmetic	16-50		30		30	1		100%	



TABLE 6  
READING AND VOCABULARY TESTS

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Reading									
Gates (21)	7-50		40		40	6	17%	66%	17%
Gray Oral (21)									
(Brailled for T. B.)	6-13	3	10		13	4	25%	75%	
Gilmore Oral (12)	12+		4		4	2			100%
Cooperative English Tests,									
Reading Comprehension (10)	16-45		4		4	2	100%		
Iowa Silent Reading Test (5)	12-14		10		10	1	100%		
Diagnostic Reading Test (5)	9-21		10		10	1		100%	
Toos Reading Test (5)	7-12		15		15	1	100%		
Vocabulary									
Binet Vocabulary (33)	6-adult	1		18	19	4		100%	
Michigan Vocabulary Profile (12)	16-50			17	17	2	50%	50%	
Terman	16-50			7	7	1			100%
Inglis	adult		1		1	1		100%	
Peabody Picture Vocabulary (33)	5-30		38		38	18	50%	39%	11%
VanAlstyne Picture Vocabulary (12)	5-9		3		3	1		100%	

TABLE 7  
SPECIAL APTITUDE TESTS

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Clerical									
Clerical Checking	16+		2		2	1	100%		
Examination in Clerical Work									
(Thurstone) (12)	16+		5		5	1	100%		
Lighthouse Clerical Aptitude									
Test (17)	16+			190	190	3	33%	67%	
Minnesota Clerical Test (21)	15+		80		80	2	50%	50%	
Psychological Corporation General									
Clerical (Filing) (21)	16-50		27		27	2	50%	50%	
Computer Tests									
Computer Programmer Battery (SDC)	adult	3		5	8	2	100%		
IBM Computer Tests	18-40		3		3	2	100%		
Programmer Aptitude Test (26)	16+			40	40	1			100%
DAT Mechanical (21)	14-28		2		2	2	50%		50%
DAT Space Relations (21)	20-24		2		2	1	100%		
DAT Numerical (21)	16+		2		2	1		100%	
DAT Spelling (21)	20-30		3		3	1	100%		
FACT Numbers (26)	16-17		28		28	2		100%	
FACT Fluency (26)	16+		24		24	1		100%	
FACT Tools (26)	17		1		1	1		100%	
GATB Motor Coordination	18+		3		3	1		100%	
GATB Non-verbal Sections	18+		2		2	1	100%		
Design Judgment Test (Graves) (21)	18-40		3		3	1		100%	
Art Judgment Test (Meier) (21)	20		1		1	1		100%	
Mechanical Comprehension									
(Bennett) (21)	21-50		29		29	3		33%	67%
Minnesota Paper Formboard (21)	15-21		53		53	3		67%	33%
Minnesota Spatial Relations	16-70			5	5	1		100%	
Primary Mental Abilities—									
Reasoning (26)	18-35			30	30	2		100%	
Practical Judgment (Cardall) (7)	17+			35	35	1	100%		
Critical Thinking (Watson Glaser)	21	1			1	1	100%		
Sales Comprehension Test (Bruce) (4)	16+		2	25	27	3		100%	
Roughness Discrimination Test (2)	5-12	5		25	30	3	33%	33%	33%
Seashore Measures of									
Musical Talents (21)	16+			57	57	5	40%	20%	40%

TABLE 8

## DEXTERITY TESTS

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Bennett Hand Tool Dexterity Test (21)	16+		1	50	51	4	25%	50%	25%
Moore Eye-Hand Coordination (16)	17-43		8		8	1	100%		
Minnesota Rate of Manipulation (9)	8+	39	3	1547	1589	46	23%	35%	42%
Penn BiManual Worksample (9)	10+	52	5	1439	1496	37	21%	44%	35%
Purdue Pegboard (26)	11+	11	60	1172	1243	41	26%	57%	17%
Crawford Small Parts Dexterity (21)	14+	3	15	686	704	19	5%	43%	52%
O'Connor Finger Dexterity Test	any age	10			10	1		100%	
O'Connor Wiggly Block	8-21			100	100	1			100%

TABLE 9

## MEASURES OF INTEREST AND VALUES

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Bramard Occupational Preference (21)	14+			95	95	4	25%	50%	25%
California Occupational Interest Inventory (Lee-Thorpe) (6)	12+		14	1224	1238	32	21%	52%	27%
Cleason Vocational Interest Inventory (21)	16+		3	50	53	2		100%	
Curtis Interest Scale (24)	16+		15	24	39	4	25%	50%	25%
Gordon Occupational Check List (12)	16+		3	13	16	3	25%	75%	
Kuder Preference Record (26)	13+	21	31	1345	1397	62	23%	47%	30%
Minnesota Vocational Interest Inventory (21)	16+	2	1	23	26	5	20%	20%	60%
Picture Interest Inventory (Geist) (33)	17+		28		28	3		100%	
Strong Vocational Interest Blank (21)	16+		5	507	512	31	13%	62%	25%
Thurstone Interest Scale (21)	14+			178	178	8	37%	50%	13%
Study of Values (Allport-Vernon) (13)	17+		8	8	16	4	25%		75%
U. S. Employment Check List	15+			27	27	2		50%	50%

TABLE 10

## PERSONALITY INVENTORIES

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision</i> <i>P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number</i> <i>Reporting</i>	<i>?</i>	<i>Adeq.</i>	<i>Good</i>
Adolescent Emotional Factors Inventory (20)	11-23			220	220	12		33%	67%
Aspects of Personality (12)	8-15		1	54	55	3		100%	
Bell Adjustment Inventory (30)	13-70		1	141	142	6	50%	33%	17%
California Psychological Inventory (8)	12+		12	241	253	7	43%	14%	43%
California Test of Personality (6)	8+	5		393	398	13	31%	31%	38%
Cornell Index (21)	17-55			60	60	2		50%	50%
Edwards Personal Preference Schedule (21)	14+		1	228	229	6	33%	50%	17%
Emotional Factors Inventory (20)	17+	5	5	384	394	19	5%	16%	79%
Gordon Personal Profile or Gordon Personal Inventory (12)	12+			60	60	1		100%	
Guilford-Zimmerman Temperament Survey (27)	16+		30	38	68	6		33%	67%
Mooney Problem Check List (21)	12+			40	40	3		33%	67%
Myer-Briggs Type Indicator (10)	16+			65	65	2			100%
Minnesota Multiphasic Personality Inventory (21)	18+	1	12	755	768	41	30%	37%	33%
Shipley-Institute of Living Scale (33)	adults		3		3	1		100%	
16 Personality Factor Questionnaire (15)	15+	1	2	349	352	9	44%	22%	34%
Thurstone Temperament Schedule (26)	16+	6		5	11	3		67%	33%

TABLE 11  
NON-QUESTIONNAIRE PERSONALITY EVALUATION

<i>Test</i>	<i>Ages</i>	<i>T. B.</i>	<i>Vision P. S.</i>	<i>Both</i>	<i>Total</i>	<i>Number Reporting</i>	<i>?</i>	<i>Adcq.</i>	<i>Good</i>
The Rorschach Technique (21)	5 +		168		168	17	18%	41%	41%
Thematic Apperception Test (or TAT) (21)	6 +		119	50	169	15	20%	47%	33%
Sentence Completion (Various) (21)	5 +	4	64	1991	2059	95	8%	39%	53%
Bender Visual Motor Gestalt Test (21)	5 +		318		318	34	29%	50%	21%
House-Tree-Person (P-F) (33)	4 +		409		409	14	36%	50%	14%
Draw-A-Person (33)	4 +		103		103	11	45%	45%	10%
Figure Drawing (33)	7 +		49		49	7	29%	57%	14%
Other Drawings (miscellaneous or not named)	5 +		202		202	5	20%	40%	40%
Sargent Insight Test (11)	16 +			16	16	2		50%	50%
The Sound Test (14)	adult			5	5	1		100%	
Word Association and miscellaneous short verbal projectives	6 +			78	78	11		70%	30%
Serial Subtraction from 100 by 7	adult			29	29	1			100%
Standard Psychiatric Interview	16 +			40	40	3	33%		67%
Three Answer Test (29)	15 +			5	5	1			100%
Audubon Visual-Tactile Technique (3)	16 +			115	115	1			100%



## TEST PUBLISHERS AND DISTRIBUTORS

1. American Foundation for the Blind, 15 W. 16th St., New York City
2. American Printing House for the Blind, 1839 Frankfort Ave.,  
Louisville, Ky. 40206
3. Audubon, James, 73-53 197th St., Flushing, N. Y.
4. Bruce, Martin M., 340 Oxford Rd., New Rochelle, N. Y.
5. Bureau of Educational Research & Service, University of Iowa,  
Iowa City, Iowa
6. California Test Bureau, Del Monte Research Park, Monterey, Calif. 93940
7. Cardall Associates, Cardall's Corner, Yardley, Penna.
8. Consulting Psychologists Press, 577 College Ave., Palo Alto, Calif. 94306
9. Educational Test Bureau, 720 Washington Ave., Minneapolis, Minn.
10. Educational Testing Service, Princeton, N. J.
11. Grune & Stratton, Inc., 381 Fourth Avenue, New York, N. Y. 10016
12. Harcourt, Brace & World, 757 Third Ave., New York, N. Y. 10017
13. Houghton-Mifflin Company, Boston, Mass.
14. Human Sciences Research, Inc., Westgate Research Park, McLean, Virginia
15. Institute for Personality and Ability Testing, 1602-04 Coronado Dr.,  
Champaign, Ill.
16. Moore & Associates, 4406 Jett Road, N.W., Atlanta 5, Ga.
17. New York Assoc. for the Blind, 111 E. 59th St., New York, N. Y. 10022
18. Ohio State University, Columbus, Ohio
19. Perkins School for the Blind, 175 N. Beacon St., Watertown, Mass. 02172
20. Personnel Research Center, 1604 Spruce St., Philadelphia, Pa. 19103
21. Psychological Corporation, 304 E. 45th St., New York, N. Y. 10017
22. Psychological Services, Inc., 909 W. Jefferson Blvd., Los Angeles 7, Calif.
23. Psychology Research, Box 14, Technology Center, Chicago, Ill. 60616
24. Psychometric Affiliates, 1743 Monterey, Chicago, Ill. 60643
25. Public School Publishing Co., Bloomington, Ill.
26. Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. 60611
27. Sheridan Supply Co., P.O. Box 837, Beverly Hills, Calif. 90213
28. Slosson Educational Publications, 140 Pine St., E., Aurora, N. Y. 14052
29. Spaulding, Patricia J., Ph.D., Tampa General Hosp., Tampa, Fla. 33606
30. Stanford University Press, Stanford Univ., Calif.
31. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
32. Richard M. Suinn, Ph.D. & William L. Dauterman, M.A.,  
Stanford University School of Medicine, Calif.
33. Western Psychological Services, 12035 Wilshire Blvd.,  
Los Angeles, Calif. 90025
34. Williams, M., University of Birmingham Institute of Education

NOTE: Persons interested in the Culture Fair for Adult Blind (Table 2) may contact Herbert W. Eber, Ph.D., 1430 W. Peachtree Bldg., Suite 508, Atlanta, Ga. 30309.

Name changed to: Personnel Research and Guidance Center. Executive Offices: 1064 Spruce St., Phila, Pa. 19103. 33

Printing Office & Client Services: 915 Walnut St.  
Phila, Pa. Tel. 215-723-0100.



SENTENCE COMPLETIONS TEST FOR USE WITH VISUALLY HANDICAPPED

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

Examiner \_\_\_\_\_ Degree of Vision \_\_\_\_\_

When blinded \_\_\_\_\_ Degree of Education \_\_\_\_\_

Instructions: Complete these sentences to express your real feeling. Try to answer every one. Be sure to make a complete sentence.

1. Our family \_\_\_\_\_
2. I feel \_\_\_\_\_
3. Fighting \_\_\_\_\_
4. Money \_\_\_\_\_
5. Work \_\_\_\_\_
6. I suffer \_\_\_\_\_
7. My friends \_\_\_\_\_
8. My mother \_\_\_\_\_
9. My mind \_\_\_\_\_
10. My greatest longing \_\_\_\_\_
11. My imagination \_\_\_\_\_
12. Men \_\_\_\_\_
13. I fear \_\_\_\_\_
14. My greatest trouble \_\_\_\_\_
15. Earning my living \_\_\_\_\_
16. I secretly \_\_\_\_\_
17. I cannot understand what makes me \_\_\_\_\_
18. Blind people \_\_\_\_\_
19. Religion \_\_\_\_\_



20. My worst\_\_\_\_\_
21. I am very\_\_\_\_\_
22. My childhood\_\_\_\_\_
23. Suicide\_\_\_\_\_
24. My father\_\_\_\_\_
25. I envy\_\_\_\_\_
26. My eyes\_\_\_\_\_
27. The dark\_\_\_\_\_
28. My chief worry\_\_\_\_\_
29. I feel the most proud of\_\_\_\_\_
30. Women\_\_\_\_\_
31. Death\_\_\_\_\_
32. My greatest ambition\_\_\_\_\_
33. Blindness\_\_\_\_\_
34. Love\_\_\_\_\_
35. I get pleasure from\_\_\_\_\_
36. At home\_\_\_\_\_
37. I feel hurt\_\_\_\_\_
38. Children\_\_\_\_\_
39. I become embarrassed\_\_\_\_\_
40. I am ashamed\_\_\_\_\_



PSYCHOLOGICAL REPORTS

CASE STUDIES



PSYCHOLOGICAL REPORT

NAME: R Linda INTERVIEWED: 10/15/74

BORN: 4/1/58

VISION O.E. None

DIAGNOSIS: O.D. Cornea and lens opaque  
O.S. Microphthalmus

ETIOLOGY Congenital

OTHER PERTINENT MEDICAL INFORMATION:

"...partial mentally retarded child with no limitation regarding the musculo-skeletal system"

REFERRED BY: Field Supervisor  
Commission for the Visually Handicapped

REASON FOR REFERRAL: Psychological testing and evaluation to assist in determining feasibility of education and training for independent living.

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOUR

Linda R is a healthy looking single woman who physically appears younger than her 16 years. Her dress and grooming reflected the obvious interest in her being presented well by her foster mother. Miss R was escorted to the test situation by Mrs. T, the foster mother, who has taken a great deal of interest in Miss R. Despite Miss R's obvious mental retardation, rapport was easily established and she offered no resistance to accompanying the examiner to the test situation without Mrs. T. In this process, it might be noted that Miss R has already acquired mobility techniques, utilizing the human guide technique with effectiveness. Her attention was easily maintained for almost the 1½ hours of being faced with new materials. Only on rare occasion did Miss R's attention waver to other stimuli in the room. She responded to many of the examiner's directions, although she herself had few words at her command to articulate. Although Miss R was not able to offer any information regarding her

Psychological Report  
R Linda

personal history, this appears to be already thoroughly documented by the State Commission for the Visually Handicapped. All records tended to confirm considerable growth in terms of physical mobility and activity since being exposed through greater growth opportunities offered by the above agency and the interests of Mrs. T. In the past one to two years, Miss R has apparently acquired many new self-help techniques. The staff report that she is constantly experiencing new growth.

In helping assess Miss R, it should be noted that all tests administered were offered for the prime focus of helping establish Miss R's potentials for learning. Although her mental retardation is apparent, it is hard to measure in a formal way since Miss R, until recently has never had any form of training designed to help her achieve degrees of independent functioning and self-help.

ACHIEVEMENT ON TESTS

Intelligence: Efforts to administer the Wechsler Intelligence Scale for Children were soon discontinued because of Miss R's inability to respond to any of the questions. A combination of a lack of any formal education and training combined with an inability to express her thoughts verbally, rendered unfeasible the administration of this test instrument.

The Purdue Pegboard Test, an instrument usually assessing manual dexterity, was employed to help gain insights as to Miss R's ability to learn instructions and new concepts. As the materials were placed before her, she began a spontaneous exploration of them. In so doing, her plan of search revealed logic and insight. Her exploration of the materials was thorough. When she missed a portion of the test, the examiner was able to call her attention to it by gently moving some of the materials. Miss R quickly comprehended the idea that she missed part of the test in her search. Although not able to understand a formal presentation of the instructions, Miss R quickly comprehended that she was to perform this test when she was encouraged to follow the pattern set by the examiner. After several trials of the examiner taking a pen and placing it in the first hole and repeating this process, Miss R was able to duplicate the process. In so doing, she demonstrated a capacity for learning simple instructions.

Although much repetition was required because of an initially short attention span, it was observed that as Miss R experienced success and was offered approbation by the examiner, her attention span and interest in the test strengthened. After several trial repetitions, Miss R was able to replicate the test procedure and follow such simple instructions as "Linda, let's do it once more," or an instruction as "Linda, stop and put the materials back." Miss R was able to do this after a few minutes of trial. Most significantly, it should be noted that approximately 45 minutes later, when the examiner returned to this test, Miss R had still retained the instructions and implemented them with accuracy. She more than amply demonstrated a capacity for learning, retention and recall.

During another part of this testing, the examiner deliberately took some of the materials and dropped them at random on different portions of the test table. Miss R was quickly able to identify and localize the sound, retrieve the materials, and put them back in their proper location upon the test board. In this process, Miss R was able to demonstrate the use of both hands simultaneously and revealed considerable logic in her plan of search for the materials. Her movements were not random, but deliberately designed to cover the entire area of the test table.

The Minnesota Rate of Manipulations Test was employed in a similar manner to the instrument described above. Although Miss R was unable to understand the formalized presentation of the test's instructions, a revision of the test presentation was conceived to help assess Miss R's capacity for learning. As the test materials were placed before her, Miss R performed a most eager exploration of them. Once again, she did so in a spontaneous manner. She felt all the materials and stretched her arms to the length of the test board. Although she smelled some of the materials, perhaps because of the aromatic redwood utilized, she did not attempt to ingest or taste the wooden blocks.

When the test was separated into two halves, Miss R's curiosity appeared at a maximum. One half of the board, with 60 holes and blocks within them was further described both verbally and tactually to Miss R. Her attention was then focused on the adjoining half of the board, similar in size with 60 empty holes. Miss R spontaneously took one block and placed it into the empty hole of the adjacent board. When the examiner complimented Miss R for this action, and instructed her to repeat this once again she did so.



## Psychological Report

R Linda

She then waited for the next instruction to do this once again. Miss R continued to perform in this manner until, half way through the board, she was able to grasp the concept that she was to move all of the 60 blocks, one at a time. Her search upon the board with the blocks, and subsequently upon the board with fewer and fewer remaining holes, gave more than ample evidence of the logic employed by Miss R. This task became more complex as more holes upon the adjoining board were utilized. Yet Miss R did not give up in frustration and continued to search until she was able to find the appropriate hole upon which to place the block.

At one point, Miss R dropped one of the blocks upon the floor. She immediately stood up, bent down, and began searching for it. in a most logical fashion. Once again she was demonstrating a plan of search which enabled her to locate the block, return to the table, and place it into an empty hole upon the test board. In this process, Miss R was able to demonstrate as well concepts of directionality. Her mobility instructor confirmed this and indicated that these developing concepts have already been utilized in offering her some orientation and mobility instruction. Miss R is apparently able to integrate and utilize such training.

After the testing with Miss R was concluded, an interview was conducted with several of the staff involved with her in her training, as well as Mrs. T. During this process, the Maxfield Bucholtz Social Maturity Scale for preschool blind children was compiled to gain an assessment of Miss R's current "social quotient" as an index of her motility, independent functioning and growth. When compared to a six-year-old, Miss R has a social quotient of .76 on a scale of 100. In view of her actual chronological age of 16.5 years, this social quotient is reduced to a score of .28 on a scale of 100. While this does indicate considerable retardation in terms of her intellectual growth and independent functioning, it is essential to note that to a considerable degree, this has been the direct result of her total blindness, initial abandonment by her family, and total lack of stimulation and training in some of the former institutions where she was housed.

The test scores indicate that through the three-year-old level, Miss R is able to perform upon 53 of the 54 items assessed. At the six-year-old level, she is able to successfully perform but 40% of the items judged appropriate for a child of this age.

## Psychological Report

R Linda

A further subtest analysis suggests considerable disparity and unevenness of growth directly attributed to the lack of stimulation previously offered to Miss R. She experiences most difficulty with communication skills wherein she is able to respond to but six of the 12 items assessed. Miss R is able to perform successfully 20 of the 24 items assessed in a group considered to be self-help general. In terms of dressing skills, she is able to complete successfully acquired 10 of the 11 skills assessed. The disparity and unevenness of performance upon the various subtests suggests a lack of appropriate educational opportunities for such development. The fact that Miss R is capable of performing so successfully upon some of the categories assessed suggests that she may have additional potentials which have not as yet been tapped.

### SUMMARY AND RECOMMENDATIONS

Although there appears to be little question of the fact that Miss R is retarded, the results of the several tests described in this report in combination with her behavior during the testing, give more than ample evidence of potentials which deserve exploration and possible development. Miss R is capable of learning. She is capable of retaining instructions and utilizing them at a later date. She demonstrates logic and initiative. She is responsive, especially to encouragement and approbation. She is able to maintain her attention level for significant periods of time. She is a cooperative young woman who appears eager to learn. The unevenness of her total development suggests that there is considerable potential for her further growth. Miss R requires particular assistance in the areas of communication skills and socialization opportunities.

Miss R, while not prepared at present for formal academic training, appears to be an excellent candidate for the receipt of such instructions which would help her develop greater self-help skills. Through specialized instruction designed for individuals who are both blind and mentally retarded, Miss R may gain skills which would enable her to remain living in the community with foster-home assistance. It is expected that with the success of such training, Miss R will be able to avoid being considered for permanent and full-time institutionalization in some state facility.

## Psychological Report

R Linda

Miss R demonstrates sufficient potentials to warrant a more comprehensive assessment and evaluation at such a program as offered at the New York Institute for the Education of the Blind. It would appear that Miss R is an appropriate candidate for their program which specializes in working with blind retarded youths.

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Saul Freedman, Ph. D.  
Psychologist

R     Linda

TEST RESULTS

Wechsler Intelligence Scale for Children

	<u>Scaled Score</u>	<u>I.Q.</u>	<u>Rating</u>
Verbal Score	(test discontinued - see narrative)		

Purdue Pegboard Test

	<u>No. Placed</u>	<u>Percentile</u>
Right Hand		
Left Hand		
Both Hands	(No scores yielded -	
Total	see narrative)	
Assembly		

Minnesota Rate of Manipulations Test

	<u>Time</u>	<u>Percentile</u>
Placing	(No scores yielded -	
Displacing	see narrative)	

Social Maturity Scale - Maxfield and Bucholtz

(C.A. - 16.9)	<u>Year Level</u>	<u>Items Passed</u>	<u>Social Age Values</u>
	0-1	20	1.00
	1-2	20	1.00
	2-3	14	.93
	3-4	9	.60
	4-5	6	.60
	5-6	4	.40
Total			4.53

Social Quotient at 6-year level    .76 out of 1.00  
Social Quotient at 17-year level   .28

Subtest Analysis

<u>Category</u>	<u>Items Passed</u>
General	20 out of 24
Dressing	10 out of 15
Eating	7 out of 9
Communication	6 out of 12
Locomotion	10 out of 11
Socialization	6 out of 10
Occupation	11 out of 14



## PSYCHOLOGICAL REPORT

NAME: James INTERVIEWED: 11/14/73

BORN: 11/29/64

VISION: c.c. O.U. 20/200  
c.c. O.D. 20/30, O.S. 20/200

DIAGNOSIS: Alternate Esotropia and Amblyopia

REFERRED BY: Supervisor of Social Services  
Catholic Charities

REASON FOR REFERRAL Psychological assessment of intellectual potential for educational planning.

### GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR

James is a short, slightly built, frail-looking youth who appears somewhat younger than his nine years. Escorted by his father to the test situation, James was dressed and groomed in a manner which reflected his family's interest in his appearance. Despite some initial anxiety during the early portions of the test situation, a good working rapport was readily established and easily maintained. James proved to be a most pleasant, cooperative youth. He asked many questions, which reflected a healthy curiosity concerning the test situation. He readily demonstrated his ability to articulate his thoughts. His affective use of language was most noteworthy. His overall affect was judged to be alert, friendly and outgoing. Although his many questions reflecting his healthy curiosity could have been distracting, it was found that it was easy to redirect his attention to the work at hand.

Although James wears glasses indicating visual problems, he seemed to utilize his residual vision with great effectiveness. He functions as a fully-sighted youngster. James and his five siblings share their household with their parents and grandmother. James has four sisters, aged 14, 13, 11 and 10. His brother is two years his junior. All seem to get along well despite the usual types of rivalries existing in a closeknit family unit. James described his father as follows: "My dad is nice, he works hard. We can't



## Psychological Report

James

do too much together. I like going to my uncle's house where I can run around a lot." When speaking of his mother James stated, "She's nice, she's just like my dad. Sometimes she yells at me if I don't do my homework. My grandmother takes care of the house." James indicated that although both his parents are employed, his mother is always home in time to receive the children from school. The grandmother assumes many of the household responsibilities.

James is currently attending the third grade. When asked for his impressions of it, he stated, "Sometimes I like it, sometimes I don't. Math is hard. I don't get to go to gym much. The teacher is nice but sometimes she yells at me when I stumble over words with the big books. I hope I go on to small books. It's easier." James was referring to large-print textbooks which had been made available to him. Throughout the testing day, James was most spontaneous in his statements. He volunteered the fact that in the first grade he felt that his teacher "kicked me out of class, she thought I didn't want to work. It was my eye problems. In the second grade, the teacher was nice. She helped me a lot." Parenthetically, James asked if the results of the test would be sent to his teacher. When asked what he would wish, he stated, "Don't-she'll yell at me." When it was suggested to James that the results might be most positive, he seemed anxious to share this information with his teacher.

### ACHIEVEMENT ON TESTS

#### Intelligence:

James was able to utilize his residual vision with sufficient effectiveness to permit the administration of the total battery of the Wechsler Intelligence Scale for Children. His full-scale score placed him within the middle of the bright normal range. There were some fluctuations in James' performance, suggesting that his intellectual potential was actually within the superior range.

James' performance upon the subtests of the verbal scale showed some variability but were for the most part at the lower reaches of the superior range. James appeared to display considerable creativity in his responses to the similarity subtests. He readily recognized verbal relationships between concepts and functioned comfortably with both abstract and concrete concepts. His capacity to define the items of the vocabulary subtests was rather sophisticated, especially in view of his visual problems. Although he dislikes the subject of mathematics, his performance upon the arithmetic

## Psychological Report

James

subtests was rated as within the upper portions of the bright normal range. His work was most logical.

James' responses to the items of the Comprehension subtest reflected considerable maturity for his age. James apparently is able to profit from the lessons of everyday learning experiences in extrapolating them to deal with new situational problems. James' knowledge pertaining to historical, geographical and cultural information was rated as average. This would suggest that his current profiting from formalized academics is not keeping pace with his overall development in other areas. His performance in such an area is readily responsive to any degree of remediation.

James' performance upon the various subtests of the Performance Scale displayed a similar degree of variability.

Much the same type of information was obtained as was described in the preceding paragraph. His overall score was somewhat reduced by his tendency to act impulsively. James enjoys responding quickly in the hope that he may gain approbation from others. This, in turn, sometimes results in his being penalized for a wrong response. When encouraged to consider his answer more carefully, he is capable of producing more accurate work. While James is obviously limited, it must be noted that the effectiveness with which he utilizes his residual vision enables him to compete in all tasks with fully-sighted children his own age.

### SUMMARY AND RECOMMENDATIONS

James was seen as a young boy who has the capacity to be spontaneous, warm, outgoing and cooperative. He has many positive qualities which in all probability can be better elicited by those he likes and feels comfortable with. His current fears in a school setting tend to inhibit more effective performance. James not only craves approbation, but recognition and acceptance. His acting-out behavior in a school setting is designed to meet these needs. In his effort, James on occasion does become disruptive and receives a degree of admonishment which only tends to increase his sense of frustration, insecurity and rejection. This, in turn, precipitates even greater acting-out.

## Psychological Report

James

James has considerable capacity to learn. His intellectual potential was judged to be within the superior range of intelligence. He responds to challenge. He is able to handle it with ease if appropriate recognition and approbation is offered. James is a very curious child who is easily distracted from tasks at hand. He does require frequent redirection of his efforts. Such help should be given with a combination of firmness and warmth.

The challenge of James' academic setting should be consistent with his higher potentials. It may well be that he is bored in his present setting. Some of his own feelings of self-consciousness and inferiority may be removed if James were to be provided with regular-size print materials rather than the enlarged-print books he is currently using. He should be given greater responsibility, both at home and at school. James craves more involvement and masculine activity with his father. It may well be that the household is too female-oriented for James' sake. Remediation in these areas both at home and in school would serve to prevent the exacerbation of any problems James currently experiences. Such help at this time would assure the opportunity for James to work closer to his much greater potential as he matures.

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Saul Freedman, Ph.D.  
Psychologist

Psychological Report

James

TEST RESULTS

WECHSLER INTELLIGENCE SCALE FOR CHILDREN

	<u>Scaled Score</u>	<u>I.Q.</u>	<u>Rating</u>	
Verbal	64	118	Bright	Normal
Performance Scale	57	110	"	"
Full Scale	121	115	"	"



## PSYCHOLOGICAL REPORT

NAME: Richard INTERVIEWED: 12/1/71

BORN: 7/18/61

VISION: s.c. O.D. Light Perception, O.S. 20/400  
c.c. O.D. " " " 20/80

DIAGNOSIS: O.U. Albinism, Nystagmus  
O.D. Aphakia

REFERRED BY: Supervisor of Social Services  
Catholic Charities

REASON FOR REFERRAL: Psychological testing and evaluation to assist in educational planning.

### GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR

Richard arrived on time for the scheduled appointment, escorted by his mother. He is a thin, pale youth who looks underdeveloped for his age. He seems considerably smaller than other 11-year-olds. He was neatly dressed and groomed. As soon as he entered the examiner's office, he took off his dark glasses to put on other prescription lenses. Because of his condition of albinism, Richard is troubled by excessive light. Rapport was easily established with Richard. He proved himself to be a spontaneous, outgoing young man, with a gregarious sense of humor. His initial anxiety regarding the testing situation was quickly dissipated when the purpose and nature of the examination was explained to him. He proved to be most cooperative and well motivated. Frequently, throughout the test day, he would ask as to his progress and status. He seemed most interested in doing well. Richard gives a fully-sighted appearance and in actuality invests a great deal of energy in those activities which tend to reassure him that he has no disability. When asked about his visual problems, he quite clearly indicated "I'm blind in one eye, I have only side vision in my right eye. Everything shakes when I take my glasses off." He is the only member of his family whose vision is so affected. When asked about his health in general, he described it as good. He later added, though, "When I

## Psychological Report

Richard

swim a lot, my chest hurts; when I run a long while, my ankle hurts."

Richard lives with his siblings and parents in their own home in a nearby community. According to Richard, his father is employed by Bunker-Rano "working with computers". He indicated that his mother, in addition to her household responsibilities, is very much involved in raising and grooming dogs. "I like dogs. The only thing I like more than dogs are space programs." When asked to describe his father, Richard made an expression of feigned pain. "He's nice, sometimes he's bad. My parents argue, sometimes over food and money. I go upstairs so I can't hear. Mom is nice." In actuality, Richard appeared very close to both his parents. His affection for both made it impossible for him to state a preference for either parent. Richard is the youngest of a family of four children. He has a brother aged 13, and two sisters aged 19 and 21. The eldest was recently married. He stated he gets along "great" with his sisters. There is mild rivalry with his brother.

After completing kindergarten and first grade, Richard and his brother were transferred to parochial school. He is now attending the sixth grade. He indicated several problems regarding his behavior in class. "I get blamed for lots of things, sometimes I don't do them." He spoke of his frequent fights with other students but indicated that at times he precipitates the problems. When asked why this occurred, he responded, "I haven't been accepted. I haven't been able to find out why." Richard seemed to dwell on his being called names by other students, especially when they pertain to his visual problems. On numerous occasions, he has been called "freak" or another derivation of this name. Save for the subject of mathematics, Richard stated that his grades were good. Although he has large-print text books, Richard prefers to read the same books his peers do. He expressed some degree of embarrassment in being given preferential treatment which tended to highlight his visual problems. In addition to his interest in sports activities, Richard stated that his favorite hobby was the building of space ship models.

### ACHIEVEMENT ON TESTS

#### Intelligence:

The Wechsler Intelligence Scale for Children was administered



Report

to Richard. His full-scale intelligence quotient places him within the superior range of intelligence. Because of his extensive vision, both portions of the scale were administered. Richard obtained a verbal scale score which placed him in the bright normal range of intelligence and a performance scale score which was rated as very superior. Although Richard's performance was fairly consistent within each of the respective scales measured, it might be noted that there is considerable difference in performance between the more verbally oriented scale and the performance portion which followed. Richard's difficulty with academic subjects and the attendant problems in becoming visually involved with them, are the primary cause of this discrepancy. In examining his performance upon the verbal scale, it would appear that his performance upon the arithmetic subtest was the weakest. It should be noted, however, that even in this area, his score was rated as high-average. Nevertheless, it is most likely that his problem in concentrating visually upon written materials and blackboard illustrations accounts for Richard's being somewhat behind in this particular subject.

His confidence in vocabulary, informational subjects and skill in abstracting verbal concepts attests to his much higher intellectual potential. This is more graphically illustrated by his involvement with the items of the performance scale. Richard seemed to enjoy these particular subtests since they were not academically oriented. He displayed a great deal of zeal and enthusiasm as the tests were administered. He felt perfectly comfortable in placing his face close to the materials to be observed. His application of intelligence reflected considerable logic and abstract thinking ability. The fact that Richard displayed considerable intellectual gifts while performing upon the block-design test ruled out any possibility that organic brain damage may be present. This was his best area of performance. In all probability, as Richard makes better adjustments in the utilization of his residual vision and becomes more comfortable in dealing with verbal and printed materials, his performance in that area will become more commensurate with his overall intellectual potential, which is well within either the superior or very superior range. It was observed that some of the errors he committed on the various subtests were directly attributable to the careless utilization of his vision. Richard attempts to scan materials in order to read them as quickly as a fully-sighted person. He must learn to be more careful in his reading habits.

## Psychological Report

Richard

### ACHIEVEMENT TESTING

The administration of the wide-range achievement test revealed large variations in Richard's academic performance. This instrument measured Richard's skills in these areas: reading, spelling and arithmetic. It was observed that Richard's performance upon the arithmetic subtest was at the 34th percentile. His functioning is rated at the fifth-grade level. Careful examination of his responses to the various items indicated that many errors were due to a careless interpretation of the function sign provided. He frequently mistook a subtraction sign for one of division or a multiplication sign for one of addition. These same types of errors are observed in his poor reading habits. Richard's spelling score placed him at the 55th percentile at grade 6.3. On many occasions, he was able to correct himself, but on other occasions he corrupted an otherwise correct response.

His spelling skill is far below that of his reading ability. It suggests that while Richard has a superior vocabulary in terms of everyday usage, he is not carefully attentive to reading the material with which he should be familiar. Richard's reading score places him at the 99th percentile. He attained a grade score of 10.5. It might thus be observed that some of the problems manifested upon this test were a repetition of some of Richard's difficulties observed in his performance upon the Wechsler Intelligence Scales. They are similar to the problems he is encountering in his academic performance at school. Visual problems compounded by careless reading habits appear to be one of the causes of his difficulties.

### MOTOR FUNCTIONING

The Bender-Gestalt Visual Motor Coordination Test was administered to Richard. No evidence of organicity was observed in his reproductions of the various figures. He had some difficulty with particular patterns, which was directly attributable to his visual impairment and exacerbated due to his condition of nystagmus. It was also observed that when Richard took more time and was careful in his reproductions, he could achieve greater accuracy. Carelessness as well as impulsive behavior appear to be responsible for much of Richard's problems academically. When conscious of his limita-

Richard

tions, he tends to become more careless. It would appear that Richard does not have any motor-coordination problems.

## PERSONALITY

Richard is a spontaneous and creative youth who tends to act with a great deal of impulsiveness. He seems to possess a great deal of excess energy which has too few outlets for expression. The lack of appropriate resources to exercise both his intellectual and physical needs does create a degree of frustration within him. Some of this appears to find expression through his mischievous behavior at school. Richard is angry and hurt at not finding acceptance from other students. He wishes to be competitive with them on all levels and not being able to do this in those activities requiring normal vision creates a form of mild hostility in his relationship with other students. A discussion with his mother tended to confirm this, as she herself has observed him teasing other students.

Richard is a sensitive and insightful youngster. He is very much aware of how others feel towards him. Although he pretends to be unaware of rejection by others, he is very much hurt by their behavior. He seeks some form of retribution and satisfaction in the discovery that he is capable of manipulating others about him. He has the intellectual wherewithal to achieve this with considerable success.

The administration of several projective personality tests revealed nothing significant in terms of possible emotional disturbance. Richard is a fairly healthy youngster in terms of his emotional status, who shows a great deal of ingenuity and creativity even in the drawings he was asked to produce. Contrary to his earlier statements that he feels equally close to both parents, it appeared that Richard is far closer and more comfortable with his mother. He more readily identifies with her. He tends to see male figures, particularly his father, as a very directive kind of individual who is supervising all those about him.

Although Richard has made fairly effective adjustments to his visual limitations, much of his energy in this direction is invested in his very strong belief that his vision will continue to improve. These beliefs are reality-based. According to his mother, the optometrist has told William that this will occur. When asked as to the future status of his vision, Richard responded, "I know I will see better." When asked why he was so certain of it, he responded, "I am sure of it." When questioned further, he added, "I'll make it happen."



## Psychological Report

Richard

### SUMMARY AND RECOMMENDATIONS

Richard is a youngster who is gifted in terms of his intellectual endowment. He is a spontaneous, creative person who enjoys intellectual challenge. He has little awareness of his potentials. At present, he is heavily invested in those kinds of physical activities which would make him feel more competitive with his peers. It would appear that his father's difficulty in accepting Richard's visual problem is further compounded by a heavy emphasis toward involving Richard in physical activities. Appropriately, Richard's mother does not wish to overprotect him.

While Richard should be encouraged to attempt to compete in all spheres, he must be given that support which would enable him to work closer to his greater potentials in an intellectual and academic setting. Richard experiences a great deal of frustration while in school. His lack of success is closely tied in with his visual problems, which prevent him from reading materials with the kind of care that is required by him in order to succeed. He tends to be careless and impulsive when involved with printed materials. He is embarrassed when he must rely on special aids. He is equally sensitive to the utilization of large-print materials. Richard has the capacity for insight into the reasons for his academic difficulties. The results of these tests, with his potentials and limitations, should be interpreted to him in a manner suitable for his comprehension. Similarly, these results should be shared with both his parents. These results in particular must be made available to Richard's teachers and anyone responsible for offering him remedial assistance.

If special work projects were assigned to Richard designed to capitalize upon his very deep interest in space activities, he could become heavily involved with reading and writing activities. They must be of a nature, however, which is appropriate to his interests. Relating the importance of success in mathematics with success in space activities might be one technique. Richard's mother has attempted this with some degree of success. If this were done by an educator, it might be more effective. It should be re-emphasized that much of Richard's mischievous behavior and below-level functioning in school is directly attributable to his poor vision. This, in turn, triggers feelings of frustration because of his lack of opportunity to be involved in activities which permit him to

## Psychological Report

Richard

see himself as a more complete and competitive young man. With special attention, direction and stimulation, Richard can be brought to perform closer to his much greater potential.

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Saul Freedman, Ph.D.  
Psychological Consultant

# Psychological Report

Richard

## TEST RESULTS

### WECHSLER INTELLIGENCE SCALE FOR CHILDREN

	<u>Scaled Score</u>	<u>I.Q.</u>	<u>Rating</u>
Verbal Score	63	116	Bright Normal
Performance Score	74	133	Very Superior
Full Scale Score	137	124	Very Superior

### WIDE RANGE ACHIEVEMENT TEST

	<u>Score</u>	<u>Grade</u>	<u>Percentile</u>
Reading	86	10.5	99
Spelling	47	6.3	55
Arithmetic	35	5.2	34

### Bender-Gestalt Visual Motor Coordination Test

(see narrative)

Sentence Completions Test (Projective personality test)

House- Tree- Persons Test (projective personality test)



# PSYCHOLOGICAL REPORT

NAME: George INTERVIEWED: 3/2/73  
REFERRED BY: Supervisor of Social Services BORN: 8/24/58  
Catholic Charities  
REASON FOR REFERRAL: Psychological testing and evaluation to assist in determining intellectual status and educational potentials.  
VISION: s.c. O.D. 20/200, O.S. 20/25  
c.c. O.D. 20/70, O.S. 20/20  
DIAGNOSIS: Hyperopia and anisometropia (a focusing problem)  
School nurse, quoting optometric report 10/14/72).

## GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR:

George arrived on time for his scheduled testing and was escorted by Sister Bernadette. Dressed in his school uniform clothing which was markedly soiled, George appeared visibly disturbed at the necessity of being tested. His hostility was obviously controlled. When the subject was brought up, he remarked "Everybody has been testing me for my mental stability. I had tests for the last six years." Frequently George avoided eye contact with the examiner. His speech seemed slightly slurred. He experienced trouble in hearing many questions, and blamed it on his heavy cold. Rapport was inconsistent throughout the testing day. It seemed to fluctuate with George's moods. Most of the time he was impatient and anxious as to what the examiner was noting.

George experienced considerable difficulty in discussing his visual problems. When the question was pressed, he remarked, "It's a birth defect." He brought with him several pairs of glasses which he stated he used for reading purposes only, or "when I get tired." It might be noted that at that point, George put on a pair of glasses even though no reading was required of him. He tried to give the examiner the impression that his vision has improved over the past several years. When asked as to its prognosis, he remarked "I think it will be all right. I never think

## Phsychological Report

George

George

about it getting worse." When asked why, he commented "If you think like that, it happens." When asked about his health in general he seemed startled and responded immediately, "My health is perfect." He indicated that he is the only member of his family to experience such visual difficulties.

When asked his birthplace, he spontaneously broke into an explanation as to why he is behind in school: "I was left back in the first grade. I couldn't discipline myself. I refused to work. I like to play and draw." It might be noted that throughout the testing day, George would break into such tangential material, articulating thoughts which at times seemed irrelevant to the questions being offered. Returning to a discussion of his family, prompted by the examiner's questions, George indicated he is the youngest of a family of three children. He has a brother aged 31 and a sister aged 30. Both are married. At this point, George felt obliged to offer an explanation as to why his contacts with his brother are minimal and why it is necessary for his brother's mother-in-law to care for her grandchild. No stimulus questions were offered for his response.

George lives with both of his parents in a rented cottage. He indicated that his father is a retired house painter. His father has been retired for the past four years due to a series of automobile accidents. He indicated that his father is 60 years of age. When asked his mother's age, George responded, "She is six years younger. She is 56, no, 55." The family is supported through welfare assistance. When asked to describe his father, George stated, "He is an ordinary father. He's old-fashioned. He's strict, but lenient. He understands a lot of things. We get along all right." When speaking of his mother, he stated, "she's wonderful." George indicated that he felt much closer to his mother. He added, "We're an old-fashioned American family that sticks together." This seems inconsistent with his statements regarding his brother and their lack of contact.

As the question of George's education was introduced, George began rambling into many areas,

George

anticipating the examiner's inquiries. He justified this by stating, "Everybody asks me these questions." Currently George is in the eighth grade. In a rather disjointed way, he recreated the history of his difficulties in school. Enrolled in public elementary school for most of his life, he recalled that increasing racial tensions in his town made his parents transfer him to the school he is currently attending.

He expressed considerable anxiety about completing his work successfully and being accepted by the high school. When asked about his grades, he used such terms as "disgusting, lousy - forget it." He felt that his grades are improving somewhat at present. He indicated that his favorite subject is social sciences. He stated he liked the subject of mathematics least. George described feelings of distance when talking about his relationships with his school peers. He seemed somewhat guarded in his responses, especially when talking about the teachers.

When asked about his spare-time activities, George indicated that "I used to collect coins and stamps; now I like to build models of scenery." He had difficulty in elaborating on his most recent preoccupation. He stated that he enjoys reading, particularly current novels. His interest in the subject seemed somewhat exaggerated in terms of the few novels he could name that he had read recently. George has few social activities because of relatively few friendships. He indicated that he does date on occasion. When asked as to how he obtains money to afford such activities he stated, "I mow lawns, go on errands and fix things like electronics." He could not elaborate upon the latter.

ACHIEVEMENT ON TESTS:

Intelligence:

Wechsler Intelligence Scale for Children

	<u>Scaled Score</u>	<u>I.Q.</u>	<u>Rating</u>
Verbal Score	42	90	Average
Performance Score	43	90	Average
Full Scale Score	85	89	Dull Normal



## Psychological Report

George

Wechsler Intelligence Scale for Children full scale scores were within the upper reaches of the dull-normal range of intelligence. George attained verbal scale and performance scale scores which were identical, at the very bottom of the average range. What is most significant, however, is the great variation of subtest performance which ranged at anywhere from mental-defective performance upon the arithmetic subtest to bright-normal performance on the information subtest. Upon the latter, George revealed above-average interest in and awareness of the world about him. Even in this area, however, his performance was inconsistent, as he erred upon some of the more elementary items and responded correctly to some of the more difficult ones. This variation of performance was most graphically seen on the comprehension subtest. His work was extremely uneven. Frequently his responses were corrupted by an inappropriate afterthought. Some of his responses to questions which measured his ability to profit from the lessons of past experience and ability to deal with everyday living situations suggested potential behavior which was inappropriate.

There were several elements of antisocial behavior. Some of George's responses reflected strong feelings of suspicion toward others. This pattern was again reflected in his performance upon the similarity subtest. His ability to recognize verbal relationships between concepts was frequently marred by his strong suspicion that the examiner was trying to trick him. Some of his long-worded responses reflected a kind of schizoid rambling quality. His responses to the items of the arithmetic subtest were restricted by his severe anxiety during this process. George's thoughts were seen to be wandering on to other areas. It was difficult for him to maintain his attention span in such an anxiety-inducing situation. His performance in this particular area was rated as mental-defective. George's competence in defining the items of the vocabulary subtest was fairly consistent with his overall intellectual potential, which was rated as average. Much of the same patterning was observed with George's performance upon the Performance Scales. He was suspicious that there were trick responses to the picture-completion subtest. Many paranoid elements were seen in the quality of his answers. His constant turning of the materials upon the Block Design subtest suggested potential organicity. He rotated most of the designs and created some gross distortions in the placement of the nine-cube figure which, upon examination, revealed

# Psychological Report

George

more than perceptual problems. His performance was strongly suggestive of personality disorder. George's performance upon the picture arrangement and object-assembly subtest was not clinically significant, but did reflect his average intellectual potentials. His performance upon the coding subtest, however, reflected the effects of his severe anxiety. He frequently had to erase his markings because of the tremulousness of his hands. The speed with which he was able to work, however, did indicate that his visual impairments were not of a severely handicapping nature. Concerning George's intellectual performance, it might be stated that although he possesses average intellectual potentials, his ability to utilize them is severely influenced by personality disorder.

## VISUAL-MOTOR PERFORMANCE:

Some of George's behavior and performance during the administration of the intelligence scales suggested neurological dysfunction. As a result, the Bender Motor Gestalt test was administered to gain further insights in this area of George's performance. Although some distortions were noted in the types of reproductions made by George, an evaluation of them is less suggestive of neurological problems than of personality problems. There is some evidence of emotional disorder in terms of George's approach to this test. Initially, there was almost a compulsive counting of each of the dots to be reproduced on the various cards. His anger and hostility were controlled for a short while. When no longer able to manifest this control, George lost interest in the test and his accuracy of performance suffered. More distortions, errors and erasures began to appear. Although able to recognize some inaccuracies, George became less interested in correcting them. He seemed to be less capable of controlling his feelings with the increasing pressure he was feeling from the test.

## PERSONALITY:

In view of George's performance during the interview phase of the examination and upon the various tests that followed, several projective devices were employed to gain a further assessment of his personality. George experienced considerable difficulty with the house-tree-persons test. Although having male



## Psychological Report

George

identification, he had considerable difficulty in completing his drawing of a man. Initially he erased, after finding it difficult to initiate a portion of the legs of his male drawing. There were other aspects of the drawing which suggested considerable sexual anxiety. A portion of his drawing suggested feelings of guilt as well. Most of the figure's left arm and hand were omitted. George initiated two efforts to draw a female figure. In both instances, he could not go beyond the drawing of a portion of the head. Finally, he gave up in anger, with the remark, "I'm fed up, I can't do it."

Although George seemed to experience overall difficulty in drawing human figures, this was not the case when he was asked to draw a picture of a house. He seemed to approach the task with zeal. He devoted a great deal of attention and interest to this task, utilizing almost the entire sheet. There was a great deal of detail in the "mansion" he created. When asked to describe it, he stated "it's just an ordinary mansion." George seemed to be escaping into a fantasy world while drawing this particular object. He surrounded himself with forests, rivers, a bridge, gates and fences. He seemed completely insularized. Later in the personality testing, some of his responses to the sentence-completion tests prompted him to elaborate on his desire to be among trees. The compulsive aspects seen in this drawing were carried forward into George's rendition of a tree. The entire page was utilized. After experiencing considerable difficulty with the completion of the upper portion of the tree, George then went on to offer much more detail in the river and various objects floating in it. It might be noted, however, that his tree was barren and without any foliage.

George's responses to the items of the sentence-completion test corroborated some of the impressions gained through his performance upon the previously discussed test. He was extremely wary of the examiner's questions and began to express his displeasure and hostility in a more overt manner. He refused to answer some of the stimulus questions and frequently would state "I don't want to say anything, I know about myself. I want to play it cautiously, I don't want to answer. I better give you an answer different than the one I'm thinking." These were typical of his responses

# Psychological Report

George

when he felt fearful of revealing "too much" of himself. When asked why he felt this way, George responded "you shouldn't spill too much. It's the law of human nature." George was most concerned with the responses and what the examiner was writing. Despite the examiner's efforts to show George that he was writing nothing but what was being dictated to him, George became very defensive and suspicious. Despite George's guardedness, he gave considerable evidence of emotional disturbance which in all probability had been in existence for some duration, according to some notes supplied by a school psychologist who tested George on a previous occasion.

## SUMMARY AND RECOMMENDATIONS:

Although possessing an average intellectual endowment, which should enable him to profit from educational experiences of similar complexity, George's total functioning is severely hampered at this time by existing and possibly growing emotional disturbance. Much of his functioning has a strong paranoid schizophrenic quality. George is extremely guarded and suspicious. He has a potential for hostile activity when threatened. Escape appears to be part of George's defensive posture. The school environment threatens him frequently. He seeks escape through truancy. This escape takes another form through a very active fantasy life. Both directions seem to interfere with George's more effective dealing with reality. There is every evidence that his emotional problems have been in existence for some time. If this is the case, there is every possibility that they will continue to become exacerbated. Therapeutic intervention is strongly urged at this time and unless such help is offered very soon, there is a possibility that George's functioning will continue to deteriorate. The prospects of such therapy being successful would be greatly enhanced if the cooperation of both his parents could be secured. It would appear that George's visual problems play a relatively minor role in his overall difficulties, except that they contribute to his possibly seeing himself in a somewhat inferior light to his peers. This subject should also be explored in the therapy recommended.

Saul Freedman, Ph.D., Psychologist

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# PSYCHOLOGICAL REPORT

NAME: Mr. P Interviewed: 10/29/73  
Born: 8/17/51

VISION: O.D. 20/80, O.S. light perception

DIAGNOSIS: O.U. Macular degeneration  
(Note that above represents client's  
statements. No eye or medical information  
received to date.)

REFERRED BY: Rehabilitation Counselor  
State Commission for the Blind

REASON FOR  
REFERRAL: Psychological testing and evaluation to assist  
in the formulation of educational and vocational  
goals.

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR:

Mr. P is a tall, thin, healthy-looking married man who appears and acts considerably older than his 22 years. His neatly trimmed moustache, his ease within the testing situation, his maturity of response and general overall demeanor contributed to his appearing older than he actually is. His dress and grooming were casual but neat to the point where they reflected his interest in making a good impression. Mr. P arrived on time for his interview despite the distance he had to travel. He does appear to have extensive residual vision and utilizes it with effectiveness. Mr. P does not employ any forms of guide technique and indicated that as yet he has no need for them.

When asked his reason for coming to the rehabilitation center, Mr. P stated, "My counselor thought it would be better for me to get tested. I agreed. I know what I'd like to do; maybe these tests will give me other ideas." Mr. P's motivation and cooperation throughout the day were noted. A good working rapport was soon established and easily maintained.

When asked the etiology of his visual problems, Mr. P stated. "I have macular degeneration. I noticed it first in September of 1969; it was diagnosed in January the next year. It's going down again. There is no cure; I can't avoid it. I want to prepare myself so I can deal with the handicap." Mr. P indicated that no one else in his family has experienced such problems. He described his overall health as good.

The youngest of a family of four children, Mr. P was born and raised in Brooklyn, New York. He lived there until shortly after his marriage in 1971, when he and his wife moved to Miami, hoping to find better work opportunities there. The following year they



## Psychological Report

Mr. P

left for a New England town where they have been living since. Mr. P stated, "I like the country. My wife is from North Adams originally."

Returning to the discussion of his earlier childhood, Mr. P recalled how sickly his father had been for many years. He died of emphysema in 1967. "My father was a longshoreman. He died for the family. He wanted to work even though he was so sick, so we could get a pension. He worked for twenty-four years and ten months; he died two months short of the pension. I had a lot of respect for him. I love him now; I wish I'd had the brains to love him then. He was strong and honest." When asked regarding his relationship with other family members, Mr. P stated, "My family was queer. We were always fighting, but we loved each other. Everybody was sick with problems. I'm close with my mother. I love her. She's a worrier; it makes me nervous." Mr. P has a brother, aged 31, and two sisters, aged 32 and 27. They do correspond with one another.

Mr. P attended local parochial schools through most of his formal education. It was during his last year he attended high school in Brooklyn. When asked why the transfer took place the last year, Mr. P stated, "It was a combination of the discipline that I didn't like and a need to work after my father's death. I wanted to help the family. I worked forty hours a week while I was in high school. I found a job as a clerk in a credit bureau." Mr. P recalled that he just managed to graduate because of his rather poor academic high school record. "High school for me was too disciplined. It was too regimented. I didn't like it." Mr. P recalled that his only extracurricular involvement was on the debating team; he had to give this up in order to maintain his job. In September of 1970, he began a college education at Manhattan Community College. He completed one year. "I loved it. I was on the Dean's list. I always got A's and a few B's." Mr. P terminated his education because of his marriage. "I started worrying about buying cars and furniture. I left school. We moved to Miami. I found work as an inventory clerk in a fishery." Mr. P recalled that he didn't have the time to continue his education because the job involved sixty hours a week of work.

Six months later, however, the family moved to North Adams. Mr. P came on the promise of a job which did not materialize. He found employment with a local mill that manufactures wire. He was there for approximately seven months before his eyes began to bother him to the point where he found it necessary to resign. Mr. P then found employment selling insurance.



Psychological Report  
Mr. P

This work lasted from February of 1973 through the end of July. "I had to give it up because I couldn't drive any more. I didn't like the business. I didn't like putting people to the wall. I thought I should return to school and get a degree." When asked regarding his training and vocational aspirations, Mr. P stated, "I'm interested in sociology. I'd like to be a social worker or a psychologist. I like to work with people. Going blind frightens me, but I know I can support the family if I have an education." Mr. P was married in December of 1971; they recently had their first child. Mr. P spoke of his wife's encouragement for him to go on to college. He described a warm and close relationship with her. When asked regarding her reaction to his loss of vision, he stated, "At first my wife was upset. She's taking it better now."

ACHIEVEMENT ON TESTS

Intelligence: Wechsler Adult Intelligence Scale verbal scores were in the Very Superior range. There was sufficient fluctuation in Mr. P's performance on the various subtests to clearly indicate an intellectual potential which was even higher than his I.Q. score of 133. Mr. P demonstrated a fund of information which was extremely sophisticated in historical, geographical and current events information. He excelled on the comprehension subtest which measured his "common sense" ability in deriving information and education from everyday learning situations. Mr. P is most competent in applying such lessons in dealing with new situational problems. His responses to the items of the similarities subtest were delivered with speed and a ready recognition of verbal relationships on both abstract and concrete levels.

Although indicating that he was not that well versed in the problems of arithmetic, he responded correctly to almost all of the questions. In many instances his speed and accuracy earned him bonus credits. Despite mild anxiety, Mr. P's ability to concentrate upon and retain the numbers of the digit-span subtest was as high as the test could measure. He retained all sequences offered with accuracy and speed. He was able to remember a series of nine numbers forward and eight numbers backward. Mr. P's capacity to define the items of the vocabulary subtest was slightly below that of his overall intellectual potential and functioning. Although his skill in this area was seen as superior, it has not as yet been developed to its fullest potential.

Psychological Report  
Mr. P

Clerical Aptitude: In view of Mr. P's expressed interest in continuing his education into college, pertinent portions of the Lighthouse Clerical Aptitude Test Battery were administered.

Mr. P responded to the items of the spelling subtest in a fast, confident manner. He was not aware of the many errors he was committing. He erred upon 11 of the 50 items offered and received a rating of but Fair. He received the same score on the grammar subtest after he had experienced some difficulty in recognizing grammatical errors and restructuring sentences into their correct forms.

Mr. P recalled that he experienced some difficulty with the subject of English while in school, although he enjoyed the work. It would appear that Mr. P could most readily benefit from some remedial training in these areas to assure that his competency in both spelling and grammar is equivalent to his overall ability in other areas. He has the capacity and interest for such growth. Skills in spelling and grammar will be most vital to him for his more effective performance in a college and professional setting.

Occupational Interests: As the materials of the Occupational Interest Inventory were introduced to Mr. P, it was observed that he was still able to utilize his residual vision with sufficient effectiveness to self-administer this test. He experienced considerable difficulty in not being able to see entire letters at a time. It required that Mr. P piece words together after perceiving them in sections at a time. The administration of this test was facilitated by the examiner's reading it to Mr. P. The profile that resulted through his choices revealed a most definite interest in the activities of the Personal-Social field. His interest in this area was virtually as high as the test could measure and was rated at the 98th percentile. This field related to such work activities as teaching, law, and a variety of personal and social service activities including social work, medicine, psychology and related health service activities.

Mr. P's interest in outdoor activities was represented through his above-average interest in the activities of the Natural field. Fishing, forestry, agriculture, horticulture, etc. seemed to absorb much of his interest. It might be noted that although his interest in the Arts field was but high average, an item analysis reveals particular attraction to literary and writing activities. Mr. P. showed little interest in the Scientific field, and totally rejected all activities related to Business.

Psychological Report  
Mr. P

Given a choice of verbal, manipulative or computational types of activity, Mr. P most prefers the first. He wishes to be involved in those forms of work activities which would utilize writing, speaking and reading as primary work modalities. This is closely associated with his expressed interest in the Personal-Social field as well as his interest in literary activities. Mr. P's Level of Interest score was at the 90th percentile, clearly indicating a preference for those forms of work activity that require extensive education and professional preparation. Such a score is usually associated with those forms of work activity requiring the assumption of considerable responsibility for one's own functioning and self-direction. It is usually with more creative types of work activity.

Personality: Mr. P is an outgoing, assured, pleasant young man whose poise and sophistication help him convey an impression of considerable maturity. Despite his relative youth, Mr. P appears to have learned much from the lessons of life and is able to comport himself in a way which exudes a great deal of self-confidence. He is a strong, direct individual who appears sincere in his desire to learn from others in order to establish his own greater independent functioning. He is an imaginative young man who is rich in ideas and enjoys the opportunities for exercising them. He is sensitive to the problems of others and most insightful regarding his own.

Despite his youth, he has already assumed considerable responsibility for himself and his family, and is anxious to meet his obligations with "success". Pride, dignity and integrity appear to be characteristics that Mr. P values. He functions best when shown respect and when given the opportunity to function with independence. Although Mr. P does not deny being concerned regarding the prognosis for future visual deterioration, he appears to have made thus far very effective adjustments to his total life situation.



Psychological Report  
Mr. P

SUMMARY & RECOMMENDATIONS

Mr. P is a young but very mature man who is endowed with an intellectual potential which should allow him to profit from training activities of greatest complexity. His strong motivation to succeed assures his making maximum utilization of any assistance and training offered. Mr. P expresses particular interest in the fields of social work and psychology. Both appear most appropriate in terms of his capacities, interests and overall healthy personality structure. His very superior intellectual endowment would allow him to continue his college training to any degree of graduate studies he would wish.

While college education and professional preparation are recommended for Mr. P, consideration should be given as well to offering him those skills which would be vital to his overall rehabilitation and independent functioning as a person. He should be given an explanation and training of various recording and reading devices which would assist him in utilizing his extensive residual vision. If his vision continues to deteriorate, training should be offered in various communication aids, including braille. Mobility training might be considered only in the event of additional visual deterioration.

Mr. P does require considerable counseling in order to make him aware of what financial resources and assistance are available to him to support himself and his family. Remediation in the areas of spelling and grammar would assure his more effective functioning in a college setting. Mr. P is an individual who displays excellent rehabilitation potentials. He will more than likely make maximum use of any assistance offered him.

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Saul Freedman, Ph.D.  
Psychologist

Psychological Report

Mr. P

TEST RESULTS

Wechsler Adult Intelligence Scale

	<u>Scaled Score</u>	<u>I.Q.</u>	<u>Rating</u>
Verbal score	93	133	Very Superior

Clerical Aptitude Test Battery

	<u>No. Wrong</u>	<u>Rating</u>
Spelling	11 out of 50	Fair
Grammar	6 out of 15	Fair

Occupational Interest Inventory

<u>Fields of Interest</u>	<u>Percentile</u>
Personal-Social	98
Natural	70
Mechanical	60
Business	1
Arts	60
Scientific	10

Types of Interest

Verbal	80
Manipulative	40
Computational	10

<u>Level of Interest</u>	90
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Sentence Completions Test (projective personality test)





## PSYCHOLOGICAL REPORT

[illegible]

VISION: O.U. - 20/200

DIAGNOSIS: O.U. - Hereditary Optic Atrophy

REFERRED BY: Vocational Rehabilitation Service

REASON FOR REFERRAL                      Psychological testing and evaluation to assist in the formulation of vocational and rehabilitation goals.

GENERAL APPEARANCE, ATTITUDE AND BEHAVIOR: Mrs. J is a tall, well-proportioned, attractive, healthy-looking, married though recently separated woman who appears and acts her thirty-five years. Her neat dress and careful grooming reflect considerable interest in her appearance. Her cooperative manner readily facilitated the establishment and maintenance of rapport. Her motivation to profit from any forms of service which would enable her to function in an independent manner was readily demonstrated through her confirmation of her appointment to assure her being seen at the time of her scheduled appointment. She was concerned that as a result of the transportation tie-up in New York City, she would miss her appointment. She made certain to assure herself of alternate means of transportation in order that she be at her appointed place on time.

When asked as to her purpose in being referred to the New York Association for the Blind, Mrs. J responded, "In order to be evaluated in terms of job training. I want to go to work when my daughter starts going to school. I will start my training then. I worked as an Ediphone typist but I got too tensed up."

Mrs. J was able to volunteer much pertinent information in a manner which demonstrated considerable verbal facility. Despite considerable anxiety throughout the testing date, her manner was a most cooperative one. Some of this anxiety was channeled into the knitting which she did while being interviewed. Her being allowed to occupy her hands in this manner appeared to offer her a degree of comfort.

Mrs. J gives the impression of being fully sighted. This factor, she later confided, frequently caused her much embarrassment and consternation amongst those she comes in contact with. "People don't understand I can't see." Apparently she makes excellent use of her considerable residual vision. She is able to travel upon all modes of public transportation without the use of any guide techniques. She will ask others for assistance whenever necessary. She indicated that she experiences some anxiety while traveling because of her inability to read and see street signs.

Psychological Report  
MRS. J

When asked the etiology of her visual difficulties, Mrs. J indicated that "it's hereditary. My cousin and sister have the same trouble but not to the same extent. I have optic nerve atrophy. I imagine it's from birth. It was discovered in school. The condition has remained static. Nothing can be done." Although Mrs. J spent many of her formulative years in foster homes, she indicated that she did get appropriate medical attention. "I've been told the condition is not progressive, but since my daughter's birth, it has degenerated." Mrs. J indicated that she has low sugar difficulty.

The eldest of a family of three daughters, Mrs. J has always lived in her native New York City. Her sisters are five and six years younger than herself. Both are married. Mrs. J on occasion has contact with one sister but she has virtually no contact with the other. Mrs. J's father, a former bellhop, died of a heart attack in 1950. She recalled that since 1937 her mother has been hospitalized. "My mother had a nervous breakdown after my sister was born." When describing her father, Mrs. J stated "I liked him. He was unhappy and disappointed. He had a great spirit." Mrs. J and her sisters were in a variety of foster homes until she was approximately fifteen years of age. At that time, her father re-established an apartment for the family. "My sisters and I fought a lot. We had no home life. Since all of us have been married, we've gotten along better. But one of my sisters is hard to understand. She's very sensitive. Her moods change." Apparently, with some feelings of guilt, Mrs. J volunteered that her mother could be discharged from Pilgrim State Hospital if someone could come forward and volunteer to care for her. Mrs. J added, "I couldn't take care of her. I couldn't accept the responsibility for caring for my mother."

Mrs. J attended several parochial elementary schools before entering high school, where she was enrolled in an academic curriculum. She never had the benefit of special classes despite her visual difficulties. "I had to sit up front. I had an 85 average. I was graduated when I was seventeen." Mrs. J then continued her education at college. After completing the first year, she felt that she was experiencing too much difficulty in keeping up with her assignments. "It was hard to keep up with my reading. My grades suffered. It was a strain. I was physically tired." Again, Mrs. J was never given counseling or the benefit of special devices to help her in her studies. Little recognition was given to the extent of her visual disability.

After leaving college, she was referred to the Division of Vocational Rehabilitation. "It took too long, though. I took tests, then nothing was offered me. I took a filing job. I went through many low-paying jobs and was frequently fired."



## Psychological Report

Mrs. J

"Finally, I was trained as an Ediphone operator." Mrs. J was married in 1950 and continued to work as an Ediphone operator for the next five years until finding it necessary to leave due to her pregnancy. "I was sick a lot on that job. There was so much anxiety. I had fatigue."

Mrs. J described her marital life as stormy. Her husband, a former maintenance man, was "annoyed with my limited vision. It was a lot of trouble. It was awful. He was an alcoholic. It was gruesome. We were both anxious. I wanted someone to help me. He needed someone to help him. He was violent when he was drunk. I want no part of him. I have nothing to offer him. I'm having trouble in getting money through him in the Courts." Through the intensive casework Mrs. J has been receiving for the past several years, she was finally able to gather the strength to arrive at a decision for marital separation. She still continues in casework. Recently, Mrs. J has been experiencing some feelings of discomfort since the caseworker she had long established a rapport with had to leave because of a pregnancy. At present Mrs. J appears to be going through feelings of uncertainty in establishing her relationship with her new caseworker.

When asked as to her spare time activities, Mrs. J indicated that she devotes most of her time to taking care of her home and four-year-old child. She enjoys such activities as ice skating and bowling. Twice weekly she attends cooking school and expressed considerable interest in doing cooking as a career on a commercial basis. "I don't know if it's practical. If I could get over the idea of my nervous tension, typing would be ideal."

### ACHIEVEMENT ON TESTS

INTELLIGENCE: Wechsler Adult Intelligence Scale verbal scores were in the bright normal range. There was sufficient fluctuation in Mrs. J's performance to give clear-cut evidence that her intellectual potential was well within the superior range of intelligence. Anxiety and a lack of confidence for the most part accounted for the unevenness of her overall performance. Frequently Mrs. J preferred to respond "I don't know the answer." When encouraged to make an effort, however, she would come forth with the correct response.

Mrs. J demonstrated a fund of information which reflected familiarity with fairly sophisticated items of information. She apparently is well aware of and has considerable interest in the world about her. Mrs. J did best with the items of the comprehension subtest. In this area, her ability to profit from the lessons of past experiences and apply them to new learning situations was measured. Her skill of response in this area demonstrated logical thought processes and a maturity of mind.

Mrs. J was quick to recognize the verbal relationships of the similarities subtest and functioned with effectiveness on a fairly abstract level. Although her ability to solve the problems of the arithmetic subtest was rated as average, considerable emotional blocking was noted. Although erring upon some of the simpler problems, Mrs. J was able to respond correctly to the more complex ones. Despite her anxiety, she was able to concentrate upon and recall the numbers of the digit span subtest with effectiveness. Her verbal facility was more than amply demonstrated through her definitions as presented upon the vocabulary subtest. Her functioning in this area was consistent with her demonstrated superior intellectual potential. Mrs. J is frequently too bound up with her feelings of inadequacy to allow this superior intellectual potential to be observed more readily. If her anxieties were reduced to some degree, she could function closer to this potential.

MANUAL DEXTERITY: As the materials of the Purdue Pegboard Test were placed before her, Mrs. J performed a quick but thorough examination of them through a total reliance upon her obviously ample residual vision. Her comprehension of the instructions to the various subtests was immediate. She rejected the suggestion of employing tactile guides and attempted to function as a fully-sighted individual. Although her overall performance was rated as adequate, the examiner gained the impression that if she were more comfortable with her visual limitations and allowed herself to employ tactile guides, her overall performance upon this test and probably other areas which require both sight and touch would be more effective. This hypothesis was borne out through her performance upon the bimanual assembly subtest where, of necessity, she was required to use both hands, one acting as a guide for the other. In this particular area, her rate of performance increased remarkably. More than giving evidence of greater potentials in terms of fine-finger dexterity operations, Mrs. J's performance upon this test suggested that with greater adjustments to and understanding of her limitations, she could function more effectively as a partially-sighted individual.

CLERICAL APTITUDE: In view of Mrs. J's past performance as an Ediphone operator, the Lighthouse Clerical Aptitude Test Battery was administered to measure her retention of those skills which are most essential to successful functioning in transcribing typing.

The filing subtest was not administered because of Mrs. J's inability to read braille. She did volunteer the information, however, that she is able to read small print with the magnification that has been prescribed for her. Her failure to bring corrective lenses with her to the test situation necessitated the omission of this particular subtest. She did volunteer the information,



however, that when reading for long periods of time, she is prone to fatigue. Mrs. J responded to the items of the spelling subtest in a fast and competent manner. Her attitude was fully justified by the score which resulted. Her few errors enabled her to retain a rating of very good. She erred upon only four of the fifty words administered. She was most well informed of the rules and principles of grammar. She was quick to recognize grammatical errors and experienced no difficulty in restructuring sentences into their correct form. Her flawless performance in this area resulted in her receiving a score of Excellent. Her near-flawless performance with the items of the business-type arithmetic subtest resulted in her receiving a score of very good. Because of the additional anxiety experienced with materials related to a clerical setting, Mrs. J experienced greater difficulty in concentrating upon and retaining the materials of the verbal memory subtest. In this area, at this time, she received a score of But Fair.

On the basis of the above results, it would appear that Mrs. J has retained most superior skills which could be vital assets to her successful functioning in an office or clerical setting.

OCCUPATIONAL INTERESTS: Mrs. J's responses to the vocational choices of the Occupational Interest inventory resulted in a profile which was practically the antithesis of her expressed vocational interests. This profile appeared to be a measure of her severe anxiety and difficulty in relating to those vocational areas for which she has some skill and interest. Although expressing an interest in working with children, Mrs. J's interest in the personal-social field and all its related activities, was in the 10th percentile. This very low score, when combined with a 99th-percentile score in the natural field, reflected her gross discomfort in those work activities where she would be associated with service-type occupations having frequent contact with others, in contrast to more isolated activities such as farming, fishing, lumbering, and hothouse work. Although Mrs. J has experienced some success in office situations, she totally rejected all the activities of the business field. Her score in this area was at the first percentile. This reflected her present fear of returning to work in this area and her many feelings of inadequacy. Her interest in all other areas was rated as average and lacking in vocational significance.

Given a choice of verbal, manipulative or computational types of activities, Mrs. J while making a clear-cut choice for those which are manipulative in nature, could not muster more than a low average score even in this single area. She virtually

Psychological Report  
MRS. J

rejected verbal and computational types of activities. In essence, Mrs. J appeared virtually immobilized by her fears for any form of work activity. This was borne out by her fairly low level-of-interest score which showed a preference for routine types of work activities requiring little responsibility, organization, decision making, and planning. In such work as she chose, she would be under the close supervision of others. Her performance under this test was not consistent with her native ability and interests but did reflect the adverse effects of her emotional problems in terms of seeing her future work and her ability to function independently.

PERSONALITY: Preferring to forget her own unhappy childhood where she was shunted from foster home to foster home because of the institutionalization of her mother, Mrs. J is deeply concerned whether she can adequately provide for her daughter the proper home environment now that she has separated from her husband. Although anxious to succeed in this respect, Mrs. J has grave doubts regarding her ability to manage. Having no family or husband to turn to for support, Mrs. J wonders whether she has sufficient strength to see her through this time of crisis. To some degree, the fact that she has had to adjust to a new caseworker has increased her degree of anxiety.

Confused and uncertain about her future, Mrs. J meets every day with a degree of trepidation. Her economic resources are not secure. She feels that her daughter is too young to leave in order to go to work. She cannot depend upon her husband's payments through the court system. She feels that she is failing her daughter as well as herself. She fears disappointing her daughter as she feels her own mother disappointed her. She feels that she does not have the requisite strength to meet her daughter's needs. She feels that the weaknesses of both her husband and herself contributed to their marital difficulties. The need to accept welfare assistance has done additional damage to Mrs. J's minimal ego strength.

The lack of recognition given to Mrs. J's visual limitations has caused her much frustration, anxiety and uncertainty. Mrs. J gives a fully-sighted appearance. She herself asked how she might look fully-sighted and yet not be able to see as well as others. She is frequently upset when others fail to recognize this as well. At one point, she asked the examiner "Am I the only one like this?" Throughout her life, Mrs. J and other members of her family, including her husband, have lacked insight as to the meaning of her visual limitations. As a result, she experienced difficulty both in high school and college. She was forced to drop out of college despite an intellectual endowment which should have enabled her to continue. Her husband's lack of understanding of Mrs. J's visual difficulties further exacerbated their marital



## Psychological Report

MRS. J

difficulties. Mrs. J described blindness as "like a half death". She shortly afterward described death as "the end". In essence, Mrs. J has made few effective adjustments to her visual limitations. She lives in the constant dread that her vision will continue to decrease. She feels that if this occurs, she will be even less able to deal with her problems. She stated, "My eyes have been a big heartache for me". Mrs. J's continued thoughts of further decreasing vision causes her much anxiety and in effect inhibits her more effective, independent functioning and recognition of potentials which would allow her to give credit to her strengths and skills. Despite the tremendous trauma Mrs. J has experienced, her attitude towards others in general remains most positive. She is a very lonely individual but yet is anxious, although hesitant, to reach out to others.

Mrs. J's drawings upon the House-Tree-Persons Test reflected a masculine identification. In effect, Mrs. J has been forced to take over the man's role in her home. She is attempting to be both father and mother to her daughter. She felt that her husband has frequently failed in his role as father and family provider. Mrs. J's drawing of a woman reflected, at the same time, her capacity and desire to be feminine. The size and positioning of the figure reflected considerable strength and personality which has yet to be tapped. Mrs. J's drawing of the eyes underscored the problems and anxieties she is having in this area.

Her drawing of a home was in essence cold and barren, and reflected her own particular environment. The house itself had a somewhat incomplete feeling. There were no decorations on any of the windows. There was no smoke coming from the chimney. The entrance to the house was a small door at the side. Mrs. J does experience considerable embarrassment at having to be dependent upon welfare assistance for the support of herself and her daughter. Her rendition of a tree appeared to be free-floating. There was no ground for the tree to take nurturance in. In actuality, the tree was open-ended and had no roots. This rendition of the tree appeared to personify Mrs. J's own life history. It reflected her many insecurities.

The administration of the Thematic Apperception Test gave additional insights as to Mrs. J's personality makeup. Throughout many of her brief but telling story creations was seen the theme of positive attitudes towards men in general, despite her own stormy marital experiences. She saw women, and herself, and her mother in particular, as experiencing considerable heartbreak. Throughout her stories, however, she searched for reasons that might give her new hope for the future. On several occasions, Mrs. J presented a theme of her deep resentment of rigid parental figures and others who would assume authoritarian roles. Pessimism appeared to be the pervasive theme as to life's outlook. On occasion, however, there were seen aspirations for experiences which could offer some hope for the future.

## Psychological Report

MRS. J

SUMMARY AND RECOMMENDATIONS: Lacking encouragement from others and confidence and insight regarding her potentials, Mrs. J failed to capitalize upon her superior intellectual endowment which would have enabled her to complete her college education and in all probability continue for some form of professional work after graduate school. "I wanted to be a social worker". Mrs. J still possesses this intellectual endowment which should enable her to profit from training activities of greater than average complexity. The many failures and frustrations she has experienced since that time, however, tend to inhibit her more effective application of her skills and potentials. She tends to see herself as an ineffectual and somewhat unworthy individual. She has grown to feel the need to depend on others for support. Considerable damage has been done to her self-image. Apparently casework therapy has made considerable progress in re-establishing some of Mrs. J's strengths. She appears to have gained many partial insights as to her problems. Still, many problems remain unresolved in her recognition of her visual limitations and comprehension as to how independently she can function despite them.

Mrs. J is not prepared to enter into a training program at this time. She needs additional strengths before such a course is undertaken. At present, she is engrossed in what she considers her primary responsibility in the caring for her four-year-old daughter. The therapy which is presently being offered her should be continued. Greater emphasis should be placed on providing Mrs. J with the strength and security necessary to deal with her visual problems. If the opportunity presents itself, the therapy she is currently receiving should be supplemented with Mrs. J's participation within some group therapy environment where she might participate with other adults who like herself, are in actuality partially-sighted, while appearing fully-sighted.

Once Mrs. J's self-image is reconstituted, she will have greater resources at her disposal which could be directed toward more effective independent functioning including that of vocational placement. In terms of Mrs. J's currently measured potentials, there appears to have been no deterioration observed in those skills which could be most effectively employed in a transcribing typing situation. This form of work activity could find a ready market for someone of her skills and would enable her to function most effectively once several of her problem areas are resolved.

Psychological Report  
MRS. J

T E S T S

WECHSLER ADULT INTELLIGENCE SCALE

	<u>SCALED SCORE</u>	<u>I.Q.</u>	<u>RATING</u>
VERBAL	78	118	BRIGHT NORMAL

PURDUE PEGBOARD TEST

	<u>RAW SCORE</u>	<u>IND. APPLICANT SIGHTED FEMALE PERCENTILE</u>
RIGHT HAND	45	6
LEFT HAND	47	2
BOTH HANDS	35	6
TOTAL	117	2
ASSEMBLY	116	2

OCCUPATIONAL INTEREST INVENTORY

	<u>RAW SCORE</u>	<u>PERCENTILE</u>
PERSONAL-SOCIAL	18	10
NATURAL	34	99
MECHANICAL	14	50
BUSINESS	8	1
ARTISTIC	25	40
SCIENTIFIC	21	60

TYPES OF INTEREST

VERBAL	11	10
MANIPULATIVE	16	40
COMPUTATIONAL	6	5

<u>LEVEL OF INTERESTS</u>	58	40
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LIGHTHOUSE CLERICAL APTITUDE TEST BATTERY

	<u>NUMBER OF ERRORS</u>	<u>RATING</u>
FILING (OMITTED - CANNOT READ BRAILLE)		
SPELLING	4 OUT OF 50	VERY GOOD
ARITHMETIC	1 OUT OF 20	VERY GOOD
GRAMMAR	0 OUT OF 15	EXCELLENT
VERBAL MEMORY	5 OUT OF 14	FAIR

OTHER TESTS      SENTENCE COMPLETIONS, HOUSE-TREE-PERSONS,  
THEMATIC APPERCEPTION

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SAUL FREEDMAN, PH. D.,  
PSYCHOLOGIST

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R. W. OLIVER-SMITH, M.D.,  
CONSULTANT PSYCHIATRIST





PSYCHOLOGICAL REPORT

NAME: Mr. O Interviewed: 1970  
Age: 50 years

VISION: O.U. - No Light Perception

DIAGNOSIS: O.U. - Uveitis-Cataracts

REFERRED BY: Vocational Rehabilitation Service

REASON FOR REFERRAL: Psychological testing and evaluation to assist in determining the formulation of vocational and rehabilitation goals for this client.

GENERAL APPEARANCE, ATTITUDE, AND BEHAVIOR: Mr. O is a short, very slightly built, healthy-looking, slightly grained, married though separated man who appears considerably younger than his fifty years. His economic needs notwithstanding, he presented an impression of exercising considerable care and interest in his appearance through his very neat dress and trim grooming. Gentle and pleasant in demeanor, Mr. O, despite his heavy accent, was able to volunteer much pertinent information in a cooperative manner which reflected considerable facility in expressing his thoughts. Rapport was easily established and maintained throughout the day. Painfully polite, he always attempted to respond to the examiner's questions to the best of his ability.

When asked why he had been referred to the Association for the Blind, Mr. O responded, "I've applied for training. My VRS Counselor sent me here for training but I'm old -- I don't think I can do much. I can work but I have an age limit. I have a lack of education. I'm small but I can do light work." Although humble in his self-estimates, Mr. O appeared well-motivated to profit from and apply any training offered him. Mr. O does not travel by himself. He is totally dependent upon others to escort him. "I like to travel by myself. Independence is something I miss. I have to wait for others. I like to do it myself. Sometimes they resent it and are busy." He was referring to the attitudes of his children, some of whom on occasion feel ashamed of Mr. O's blindness. Mr. O appeared somewhat excited over the prospects of learning to travel by himself through the cane travel techniques which are being offered him at present.

Mr. O described the etiology of his visual difficulties as stemming from a condition "the doctors" call uveitis. It began in 1950. I got sick. My ankle got swollen. My eyes flared up. I wanted to go for rehabilitation then, but my wife insisted on working. I had to stay home to take care of the children. I bathed them, I ironed clothes, scrubbed floors, cooked. Now they're

## Psychological Report

MR. O

grown up but I worry if they get sick. We live in a bad neighborhood. The purpose of my life is to see my children through college." Frequently, Mr. O expressed the fear that evaluation, training, and work might take him away from exercising his responsibilities toward his children. Mr. O stated that he is the only member of his family whose vision is so affected. When asked as to his health in general, he responded, "I'm all right, but if it's cold, my ankle hurts. I used to have ulcers on my leg. My wife fed us such poor food that I had a case of malnutrition."

Mr. O has no information regarding his real parents and possible siblings. "My parents adopted me. They bought me for \$200.00." Mr. O. was raised in Kwantung Province. Shortly after his father came to the United States illegally, Mr. O joined him in 1927. "My father smuggled here to make money to send back to my mother and family." After several years of schooling in New York City Mr. O returned to China in 1932 to have an opportunity to study Chinese tradition and literature. While he was there, a marriage was arranged for him. Although his schooling was incomplete, he returned to New York in 1936. His wife was not able to join him until eleven years later, when as a result of serving in the Army Air Corps, Mr. O was able to bring his wife here through the War Bride Act.

Mr. O's first employment in New York was as a laundry worker. He then began waiting on tables until he was drafted into the United States Army in 1942. For the next three years, he served with the Air Force in England and worked as a cook and gun armor-er. In 1945, Mr. O was discharged honorably and returned to his work as a waiter. He did this for several years until leaving for Arizona, where he studied clerking in a grocery and the butchering of meats with his cousins in order to learn a trade. "It wasn't very good. They always lost money." In 1949, Mr. O returned to New York City and resumed waiting on tables. "I thought at that time I had to make a change, I was getting older. I bought a laundry. I hoped to set up my own business but my eyes got bad and I had to give it up." Mr. O spent a long period of time in several Veterans' hospitals. "My wife went to work as a sewing machine operator."

Mr. O's wife left the household in 1964. "She had trouble with all the children. She threw things at them. She hit them. She turned the house into hell on earth. The children became afraid of her. The children don't like her. Maybe my blindness did this to her. She said why didn't she marry someone not so different. Maybe she felt sorry for herself." Mr. O does not contribute any of her earnings to the support of her husband and her children. They range in age from twenty-nine through fourteen. The oldest has completed college, is married, and is employed as a teacher in the public school system and in his spare time teaches mentally retarded children. Mr. O also has two daughters aged seventeen and sixteen who are planning to go to college once they complete their high



## Psychological Report

MR. O

school training. His youngest son is fourteen. Although the oldest son attempts to contribute some of his income to his father and his siblings, Mr. O attempts to manage on the various Veteran's pensions he receives as well as disability benefits. He appeared extremely proud of his children and hoped that he might see them through college. "My children make their own clothes."

Mr. O is most anxious to supplement his pensions through gainful employment. "The only thing for me is a newsstand because I'm old, nobody would want me. They want someone young." On occasion, he has helped his Chinese-speaking friends as an interpreter of Chinese and English. He appeared interested in this as a profession. In his abundant free time, Mr. O manages most of the household chores but stated that his children are most cooperative in assisting him. When asked as to his hobbies or spare time activities, Mr. O responded, "I scratch the violin. I take care of plants in the house."

### ACHIEVEMENT ON TESTS

Intelligence: Wechsler Adult Intelligence Scale verbal scores were in the bright normal range. There was sufficient fluctuation in Mr. O's performance to clearly indicate that his intellectual potential was at least in the superior range. In addition to the anxiety he was experiencing due to the testing situation, Mr. O's divergent culture, bilingual background, and minimal formal education in the United States tended to cloud the picture of his true intellectual potential.

Despite his minimal education, Mr. O demonstrated a fund of information which expressed concern and interest in the world about him. Mr. O has acquired much information through his own interest in reading beyond his minimal schooling. His responses to the items of the comprehension subtest reflected his sober, mature, and logical thought processes. He clearly demonstrated his ability to profit from the lessons of past experiences and transfer them to new situational problems.

Although slow to respond to the items of the similarities subtest and initially somewhat confused by the language involved, Mr. O soon caught on to the rationale of the questions and proceeded to demonstrate superior logic and insight in his ability to recognize verbal relationships between situations on a fairly abstract level. His ability to solve the problems of the arithmetic subtest was virtually flawless. He responded correctly to all but the last and most complex item with a speed that entitled him to receive bonus credits. Again there was demonstrated proof of his superior reasoning and logic. The anxiety Mr. O was experiencing was demonstrated through his lack of ability to concentrate upon and retain the numbers of the digit span subtest at a level consistent with his overall functioning. His skill in this area, however, was still rated as average. His bilingual background and minimal formal



education notwithstanding, Mr. O was able to define the items of the vocabulary subtest with a skill which was consistent with his overall superior intellectual functioning. His wide interest in reading accounted for his skill in this area.

MANUAL DEXTERITY: As the materials of the Purdue Pegboard Test were placed before him, Mr. O explored them slowly, cautiously, but thoroughly. Relying upon tactile guides, he appeared somewhat unsure in his ability to orient himself to the work materials through this means. Mr. O was responsive to the instructions offered. He learned them immediately. His performance was noted for its steady, rhythmic pace. His work was accurate although very slow. Although describing himself as a "handy" man, Mr. O appeared to display little potential for manual activities. He demonstrated little fine-finger dexterity or bi-manual coordination. He appeared unsure and uncertain of his work skills.

CLERICAL APTITUDE: Pertinent portions of the Lighthouse Clerical Aptitude Test Battery were administered to Mr. O to assess his possession of those skills which could be useful in a business or clerical setting.

The filing subtest was omitted due to Mr. O's inability to read braille. When asked about his interest in this subject, he responded, "Oh gee, I'd like it. Oh sure, everything you teach me I'd like to learn. I like to find something to do." The business type problems of the arithmetic subtest offered Mr. O little challenge. His assurance allowed him to work in a very rapid and accurate manner. His performance was virtually flawless. He received a rating of Very Good. Once again, Mr. O had difficulty in retaining materials because of the severe anxiety he was experiencing during the testing situation. Of the fourteen items presented to him, he erred upon nine during the administration of the verbal memory subtest. This was directly attributable to his anxiety. He received a rating of Poor.

Mr. O's anxiety notwithstanding, he appeared to demonstrate the possession of some skills, maturity, and previous work experience which would enable him to function effectively in a business or retail setting.

OCCUPATIONAL INTERESTS: Mr. O's responses to the vocational choices of the Occupational Interest Inventory appeared to give him opportunity for ventilating interest in areas which have been close to him for a long period but which Mr. O never had the opportunity to explore. In general, his profile tended to cluster about the mean. Rather than reflect any ambivalence towards work activities in general, his profile suggested interest in many areas. Mr. O appeared to have concurrent inter-

ests in the personal-social field, where he would have the opportunity of working with others, while at the same time harboring a very strong interest in the more isolated natural activities which would include horticulture, fishing, agriculture, etc. Apparently, he has great curiosity and interest in those forms of activities related to the mechanical field which involve building, assembling, designing, as well as the various skilled trades. In view of his past experience as a grocer and butcher, he tended to reject the activities of the business field. This attitude might more reflect his fears that he would fail in this area rather than his lack of interest in it. Mr. O also possessed high average interest in the arts and science fields. Both areas represented creative outlets for him. Mr. O's interest in philosophy gives additional evidence of his desire to be involved with creative thoughts.

Given a choice of verbal, manipulative, or computational types of activity, Mr. O appeared to display average interest of equal strength in all three. His level-of-interest score was directed towards fairly routine types of activities involving some responsibility for his own planning and direction of activities. This moderate score, however, also reflected a degree of uncertainty regarding his ability to manage complex and demanding activities.

PERSONALITY: Mr. O is a warm, friendly, gentle, and pleasant individual. His polite manner is replete with a humility which tends to underestimate grossly his own potentials. In part, this is because he was rarely given the opportunity for the development of them. Despite this, there appears to be no bitterness or hostility in Mr. O's recollection of his past opportunities and experiences. He always appears to have been able to make the most of those few opportunities that have been afforded him. In terms of his cultural milieu, he does possess a degree of inventiveness and resourcefulness which has enabled him to try to take advantage of opportunities whenever presented.

Mr. O falsely gives the impression that he is complacent and ready to be passively dependent upon whatever annuities and benefits are coming his way. It is the nature of his culture not to show too much aggressiveness. Mr. O is most anxious to supplement his income and provide greater comforts for his family. His children appear to be his primary drive and reason for existence. Rather than being bitter about his wife's abandonment of the family during stressful times, Mr. O shows a great deal of insight as to why his wife might have reacted as she did. He himself is given to a great deal of contemplation and is extremely sensitive to the feelings and motivations of others.

Mr. O possesses an extremely curious mind which delves into many

areas. It is difficult for him to conceal the excitement he is currently experiencing in coming for a program of evaluation and possible training. He readily recognizes the possibilities of his learning to function in a more independent manner. He is able to recognize that his adjustments to his visual limitations have been limited. He is eager to accept and implement any services which will help him feel a more complete man.

Mr. O never had the opportunities of developing his vast potentials. Having limited educational opportunities and even less financial support from his family, he had to accept what few positions were available to him from time to time. Being able to derive but limited satisfaction from the various vocational activities he was involved with in the past, Mr. O turned to other channels for satisfaction. Music, literature, the arts, current events, and mostly his family, absorbed his interest and attention. Now that his children have grown to some degree and can function more independently, he feels more comfortable about accepting rehabilitation services which would enable him to function more independently himself. Although receiving Veteran's and Social Security benefits which enable him to barely meet his economic needs, Mr. O is most anxious to supplement these through remunerative employment. He wishes to be able to provide for his children's education and give them the opportunities he was denied. Mr. O easily demonstrated confidence in English which would enable him to function as an interpreter of ordinary conversational day-to-day exchanges.

SUMMARY AND RECOMMENDATIONS: Despite Mr. O's uncertainty as to whether he would be able to succeed in a business or retail setting, he did demonstrate the possession of skills which would help him to function effectively within these areas.

Mr. O's overall level of confidence and ego strength could easily be restored by providing him with those skills which would enable him to function in a more independent manner. He has always enjoyed providing for himself. His dependence upon others to read material to him and to escort him from place to place has been very demoralizing. He should be made aware of such facilities such as talking book machines. He is most eager to learn braille. He is in the need of acquiring all possible communication skills. He has demonstrated a sense of spatial orientation which should enable him to be a good candidate for acquiring cane travel techniques. He would be a most responsive individual to those counseling efforts which should be designed to help him make more satisfactory adjustments to his blindness.



# Psychological Report

Mr. O.

## TEST RESULTS

### Wechsler Adult Intelligence Scale

	<u>Scaled Score</u>	<u>I.Q.</u>	<u>Rating</u>
Verbal	75	117	Bright Normal

### Purdue Pegboard Test

	<u>Raw Score</u>	<u>Ind. Male</u>	<u>Appla. Sighted %ile</u>	<u>CCNY Rehab. Norms Sighted</u>
Right Hand	33		-	7
Left Hand	27		-	4
Both Hands	13		-	-
Total	73		-	-
Assembly	76		7	8

### Lighthouse Clerical Aptitude Test Battery

	<u>Number of Errors</u>	<u>Rating</u>
Filing - (Omitted-does not read Braille)		
Arithmetic	1 out of 20	Very Good
Verbal Memory	9 out of 14	Poor

### Occupational Interest Inventory

	<u>Raw Score</u>	<u>Percentile</u>
Personal-Social	15	50
Natural	26	70
Mechanical	27	70
Business	7	1
Artistic	20	60
Scientific	25	60

### Types of Interests

Verbal	8	40
Manipulative	13	40
Computational	11	40

<u>Level of Interests:</u>	62	40
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Other Test: Sentence Completions Test

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Saul Freedman, Ph.D.  
Psychologist





LB1131

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As74

ASSESSMENT FOR THE  
EDUCATIONAL READINESS OF THE  
CHILD WITH VISUAL IMPAIR-  
MENTS.

Date Due (1974)

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ASSESSMENT FOR THE EDUCATIONAL  
READINESS OF THE CHILD WITH

VISUAL IMPAIRMENTS.

(1974)

DATE	ISSUED TO

AMERICAN FOUNDATION FOR THE BLIND  
15 WEST 16th STREET  
NEW YORK, N. Y. 10011

